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ABSTRACT

This report contains materials from a workshop to provide training in audiovisual materials development for women and other disadvantaged populations, such as slum dwellers, minorities, and migrants. The proceedings section contains an introduction, objective, and summaries of opening, workshop, and other presentations. Chapter 1 provides details of the group work, in which participants were divided into three groups and each group developed materials through this procedure: field survey, preparation of materials, field testing, and revision and improvement. Reports of the three groups include a village profile, description of material development, and the materials developed, for example, text of booklets or audiovisual materials or reproductions of posters, slides, and booklets. Chapter 2 contains these presentations or summaries of papers: "How to Develop Literacy Follow-up Materials for Women and Disadvantaged Population--Pakistan Experience" (Mohammad); "Essential and Important Points on Development of Literacy Follow-up Materials for Women and Other Disadvantaged Population, Field Survey, Preparation, Field Testing and Evaluation of Materials" (Farooq); "Importance of Application of Simple and Practical Science Knowledge into Literacy Follow-up Material" (Chaudhry); "How to Develop Effective Follow-up Material" (Ranjit); "Literacy and Post-Literacy Curriculum Development" (Sakya); "ACCU's (Asian Cultural Centre for Unesco) Regional Cooperative Literacy Programmes in Asia and the Pacific--Literacy Materials Development and Personnel Training"; and country reports for Bangladesh, Bhutan, China, India, Indonesia, Iran, Laos, Malaysia, Maldives, Mongolia, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand, and Vietnam. Chapter 3 consists of an outline for preparation of national follow-up activity and plans submitted by Bangladesh, China, India, Laos, Nepal, Pakistan, Thailand, and Vietnam. Appendixes include the workshop program, participant list, and three opening addresses (by Imam, Sakya, and Miyamoto). (YLB)

ED354401

Development of Literacy Follow-up Materials for Women and Other Disadvantaged Population

Final Report

Ninth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific

Islamabad, Pakistan
2-13 November 1991

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Ministry of Education, Pakistan

Unesco Principal Regional Office for Asia and the Pacific (PROAP)

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Acknowledgement

This report is the output of the Ninth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific jointly organized by the Asian Cultural Centre for Unesco (ACCU), Tokyo, and the Ministry of Education, Pakistan in close collaboration with Unesco Principal Regional Office for Asia and the Pacific (PROAP), Pakistan National Commission for Unesco and Japanese National Commission for Unesco, in Islamabad, Pakistan from 2 to 13 November 1991.

This report consists of Proceedings and three Chapters -I. Field Survey, Preparation and Field-testing of Materials by the Groups, II. Paper Presentation and III. Planning of National Follow-up Activities- and Annex and Appendix.

The Chapter I should prove to be particularly useful in developing different types of materials for neo-literates especially for women and other disadvantaged population.

Special thanks to the active involvement of the participants, sincere and excellent guidances of the able resource persons and the adviser from Unesco PROAP, and heartfelt hospitality and devoted work of the secretariat staff from the PNE Wing, Ministry of Education, Pakistan, the Workshop brought a great success.

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PROCEEDINGS

1. Introduction
2. Objectives of the Workshop
3. Opening of the Workshop
4. Officers of the Workshop
5. Orientation of the Workshop
6. Paper Presentation and Discussion
7. Process of the Group Work
8. Closing of the Workshop
9. Recommendations

1. Introduction

The Ninth Regional Workshop on the Preparation of Audio Visual Literacy Follow-up Materials for Women and Other Disadvantaged Population in Asia and the Pacific was jointly organized by the Asian Cultural Centre for Unesco (ACCU) and the Primary and Non-Formal Education Wing (PNE Wing), Ministry of Education, Pakistan in collaboration with the Unesco Principal Regional Office for Asia and the Pacific (PROAP), the Pakistan National Commission for Unesco and the Japanese National Commission for Unesco.

The Workshop was held at the Capital Hotel, Islamabad, Pakistan from Saturday 2 to Wednesday 13 November 1991 and attended by 26 participants and several observers from 16 countries in the Asian/Pacific Region. (List of participants is given in the Annex).

2. Objective of the Workshop

The objective of the Workshop was to provide training experience mainly on audio-visual materials development including slides, picture story telling, puppet play and radio programme (excluding video) for women and other disadvantaged population such as slum dwellers, minorities and migrants in the context of Education for All, to the participants from Unesco Member States in the region in:

1) the study of needs and problems in rural areas especially of women and other disadvantaged population;

2) the development and field testing of materials containing simple and practical scientific knowledge for women and other disadvantaged population (materials including audio-visual and printed supplementary ones)

3) the evaluation and adaptation of literacy follow-up materials with special reference to AJP and

4) discussion on the distribution and utilization of literacy follow-up materials.

3. Opening of the Workshop

The Workshop was officially inaugurated on Saturday 2 November 1991

Dr. Abdul Aziz Khan, Joint Educational Adviser, Ministry of Education, Pakistan addressed a speech expressing his hearty welcome to the participants, who had come all the way to Pakistan from their countries. He stressed in his speech the significance of regional cooperation to promote literacy and peace.

Mr. Shigeo Miyamoto, Executive Director, ACCU welcomed the participants and expressed his deep appreciation to PNE Wing, Ministry of Education, Pakistan for accepting to organize this significant Regional Workshop jointly with ACCU.

He highlighted the importance of three main characteristics of the Workshop, that is; women and other disadvantaged population as target audience, simple practical scientific information as contents, and audio-visuals as formats of materials which were expected to be developed in this Workshop (Full text is given in the Appendix).

Mr. T. M. Sakya, Education Adviser, Unesco PROAP, expressed his gratitude for having this Workshop with ACCU and PNE Wing and expressed his hope that all the participants would share their expertise and information with each other and gain fruitful experience through the concrete process of material development and study of ATLP Curriculum. (Full text is given in the Appendix.)

OPENING OF THE WORKSHOP

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Mr. Kunio Muraoka, Ambassador of Japan to Pakistan, observed that education was one of the keys to development of individual, society and country. He also expressed his gratitude to ACCU, Tokyo for contributing to promotion of literacy in the Asian/Pacific region.

Mr. Syed Fakhar Imam, Federal Minister for Education, Pakistan, expressed his appreciation for having the Workshop jointly with ACCU in close cooperation with Unesco PROAP. He emphasized that eradication of illiteracy required well-designed need- and problem-oriented materials and a Workshop like this would greatly help participants in the region to get first hand information from the rich experience of each country. (Full text is given in the Appendix).

4. Officers of the Workshop

The participants unanimously elected the officers of the Workshop as follows;

Chairperson	:	Dr. Ijaz A. Chaudhry (Pakistan)
Vice Chairperson	:	Mr. S. K. Wahal (India)
Rapporteur	:	Ms. Aida F. Lava (Philippines)

5. Orientation of the Workshop

Mr. T. M. Sakya noted in the orientation of the Workshop that the participants were expected to have clear visions in developing literacy follow-up materials e.g.,

1) We have to develop materials in relation to the curriculum,
2) We have to think of effective use of the materials.

He also emphasized that the key words of the Workshop were 'materials for women and other disadvantaged population' and 'scientific knowledge' to be included in the materials which should be paid attention in this particular Workshop.

Mr. Shinji Tajima, Head, Literacy and Book Development Section, ACCU, explained the objectives and schedule of the Workshop to the participants.

After presenting the video "How to Develop Literacy Materials for Women" produced by ACCU in cooperation with Unesco PROAP in 1990, he explained what should be done in the Workshop citing the video which featured the 8th Regional Workshop in Thailand in 1990.

6. Paper Presentation and Discussion

(1) ACCU Report

Mr. Miyamoto presented the paper on 'ACCU's Regional Co-operative Programmes in Asia and the Pacific - Literacy Materials Development and Personnel Training-'.

He explained that so far 41 kinds of prototypes had been produced under Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP materials), in co-operation with Unesco PROAP and the participating countries and more than 100 kinds of national versions adapted/adopted from the prototypes had been used in the participating countries.

He also stressed that as many as 173 literacy experts in the region had participated in the Regional Workshops (from 1st in 1983 to 8th in 1990) and 186 experts had been trained in the National Workshops (from 1st in 1986 to 6th in 1990) where international teams of experts were sent. (For full text refer to Chapter II)

(2) Unesco Report

Mr. T. M. Sakya reported on Unesco's literacy and post literacy curriculum development. He described the ATLP basic literacy curriculum development as: (1) analysis of need; (2) statement of aims and objectives (3) selection and sequence of contents; (4) design of teaching methods; (5) design of procedure for assessing learning and (6) design of procedure for programme evaluation. The aims of ATLP are to instill knowledge, skills and attitudes in reading, writing and numeracy based on the needs and problems of the clientele which will raise their awareness of understanding these problems and motivate them to actively participate in development of themselves and society, thereby improving their quality of life. (For full text

PLENARY SESSION

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refer to Chapter II).

(3) Country Reports

The presentation of country reports was brief but concise. Each report was carefully analyzed by the participants. The open forum for each report was lively and informative.

Each report high-lighted the literacy, and illiteracy situation, especially of the 'women and disadvantaged' group. The reports proved that the region had 50% below literacy rates except for 4 countries which had 85% above. It also showed that all governments gave priority to literacy programmes after the International Literacy Year, 1990. The reports describe the plans for the elimination of illiteracy by the year 2000.

Each report detailed the adoption, production and use of AJP materials through National Workshops and government support. It was evident that ACCU materials comprised the majority of the literacy literature in each country. The report also showed the assistance given by UN Agencies, especially Unesco, for literacy programmes.

The full texts of the country reports are given in Chapter II.

(4) Resource Persons Papers

Mr. Rana Ghulam Mohammad presented a paper on "How to Develop Literacy Follow-up Materials for Women and Disadvantaged Population - Pakistan Experience".

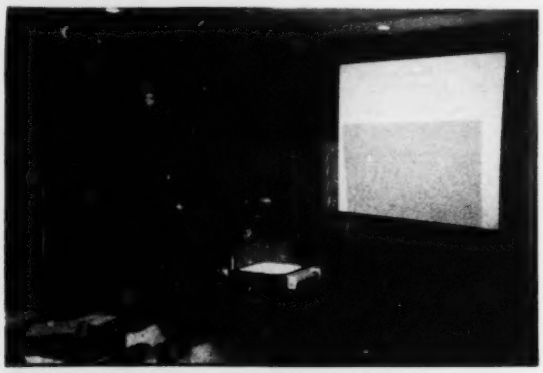
Ms. Nishat Farooq gave a lecture on "Essential and Important Points on Development of Literacy Follow-up Materials for Women and Other Disadvantaged Population, Field Survey, Preparation, Field Testing and Evaluation of Materials". She emphasized that materials for women should portray them in their productive rather than reproductive role and that they should be motivated to be analytical, decisive and able to take developmental actions in their own areas.

Dr. Ijaz Ahmad Chaudhry presented the "Importance of Application of Simple and Practical Scientific Knowledge into Literacy Follow-up Materials". The presentation was also simple but scientific giving examples related to real life especially in the rural areas and urban slums. He illustrated that simple and basic knowledge of scientific concepts applicable to their daily routine work or situations could bring transformations in their lives and create the urge for further education. He cited concrete examples.

Mr. Sharad Ranjit presented a paper on "How to develop attractive and effective Audio-Visual Literacy Follow-up Materials". Concrete steps to develop literacy follow-up materials were introduced very visually which contributed a lot for group work of the participants.

All the papers of the resource persons are found in Chapter II.

COUNTRY REPORT PRESENTATION



LECTURE BY RESOURCE PERSON

LECTURE BY RESOURCE PERSON

7. Process of Group Work

The participants were divided into three groups and each group developed the materials through the following procedure;
(1) field survey, (2) preparation of materials, (3) field testing and (4) revision and improvement. (Details of the group work are given in Chapter I).

(1) Group formation

Three groups were formed with different target audiences in 3 villages as follows:

Group A	:	Village Hunsa Colony
Chairperson	:	Ms. Aida F. Lava (Philippines)
Rapporteur	:	Mr. Mussarat Hussain Rizvi (Pakistan)

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Group B : Village Bhara Kau
Chairperson : Ms. Widarmi D. Wijana (Indonesia)
Rapporteur : Ms. Iffat Rizvi (Pakistan)

Group C : Village Saidpur
Chairperson : Ms. Zinat Ara Bhuiyan (Bangladesh)
Rapporteur : Mr. Dorjee Tshering (Bhutan)

(2) Field study and needs assessment

The groups were given village profiles on the 3 villages with brief explanation. Also NP (New Participatory) Method was introduced for need and problem assessment. (Detailed explanation on the NP method is given in the Chapter II).

Each group visited the assigned village twice, on Monday 4 and Tuesday 5 November. In the first visit each group was expected to have a general view of the village for next field survey. In the second visit the groups carried out detailed surveys for needs/problems assessment, including searching for their solutions.

FIELD SURVEY (OBSERVATION)

FIELD SURVEY (INTERVIEW)

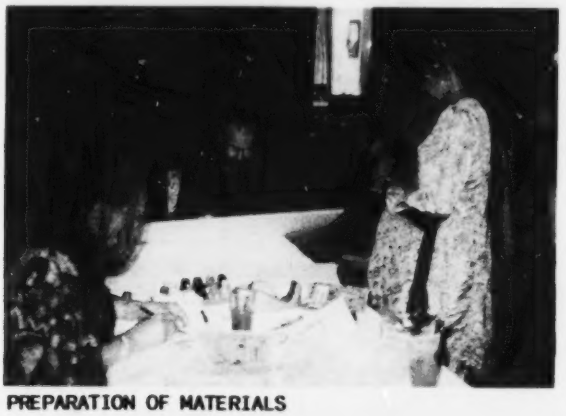
(3) Analysis and identification of needs and problems

Each group analyzed the result of the field survey and identified most crucial needs/problems with priority and examined their solutions using NP method.

ANALYSIS OF FIELD DATA

(4) Preparation of materials

After the analysis and identification of needs and problems, the three groups developed 19 kinds of materials as mentioned in the Chapter I.



PREPARATION OF MATERIALS

PREPARATION OF MATERIALS

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(5) Field Testing

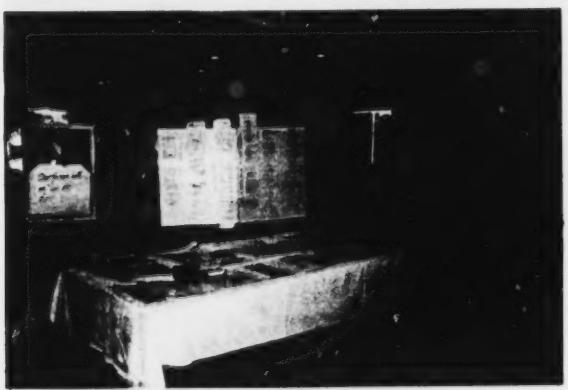
The groups visited the villages, where the materials were pretested in terms of relevancy of contents, effectiveness of format, etc.

FIELD TESTING

FIELD TESTING

(6) Revision of materials

The result of the field testing on each material was analyzed in each group. The materials were revised and improved based on the analysis.



MATERIALS DEVELOPED BY THE GROUPS

8. Closing of the Workshop

On 13 November ahead of the closing, ACCU secretariat explained ACCU's assistance to various literacy activities in each participating country. (Refer to the Annex in detail.)

In the closing ceremony Dr. Abdul Aziz Khan first gave a briefying on the output of the Workshop welcoming the chief Guest, Ms. Begun Abida Hussain, Adviser to the Prime Minister of Pakistan on Population Welfare.

Ms. Tsagaanhuugiin Undrakh from Mongolia expressed, on behalf of all the participants, her appreciation to ACCU, PNE Wing and Unesco PROAP for their heart-warming hospitality and especially for being able to have precious experience of sharing information and expertise with the participants, resource persons and learnin a lot about literacy material development for women and other disadvantaged population.

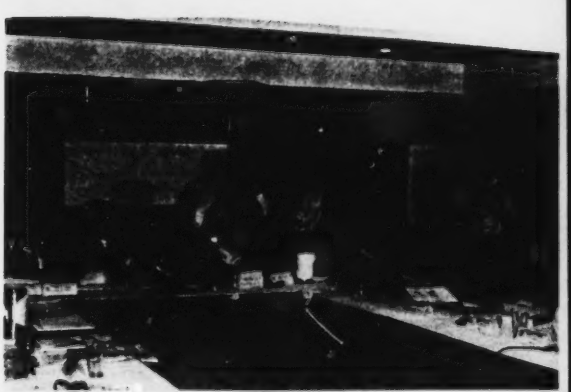
Mr. Shigeo Miyamoto delivered a closing addres expressing appreciation for the hard work of Pakistan secretariat and for enthusiastic involvement of all the participants which led the Workshop a great success.

Ms. Begum Abida Hussain, Adviser to the Prime Minister of Pakistan on Population Welfare, made speech showing her great interest in audio-visual literacy follow-up materials developed in the Workshop. She also expressed her gratitude to ACCU and PNE Wing for holding this significant Workshop in Islamabad.

At the end of the closing ceremony a certifica was distributed to each participant.

The Workshop was officially concluded by word of thanks of Dr. Abdul Aziz Khan.

CLOSING



PRESENTATION OF THE CERTIFICATE

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9. Recommendations

The Ninth Regional Workshop on the Preparation of Audio-Visual Literacy Follow-up Materials for Women and Other Disadvantaged Population in Asia and the Pacific made the following recommendations:

For ACCU

1) ACCU should continue and strengthen the regional workshops on the preparation of audio-visual and printed literacy materials for training of literacy personnel in the region with financial and technical collaboration of Unesco.

2) ACCU should develop various effective and attractive audio-visual materials for literacy education such as Kamishibai, videos, etc.

3) ACCU should develop proper guidebook especially on audio-visual materials.

4) ACCU should organize workshops on specific contents and for target audiences such as children (9-14-year-olds), out-of-school girls, basic level and in different graded levels.

5) ACCU should provide more financial and technical assistance for production for literacy materials, especially for adaptation of AJP materials and distribution of AJP prototypes.

6) ACCU should consider providing more time for holding this kind of workshop.

7) ACCU should invite more observers from the international organizations such as UNICEF, ILO, UNDP and other NGOs.

For Unesco

1) Unesco should organize various programmes in the Member States in the region in order to meet the target of education for all with technical and financial assistance, and they should be planned with ACCU maintaining a close connection between ATLP curriculum and AJP materials.

2) Unesco should develop joint project of ATLP and NP Method.

3) Unesco should increase financial and technical assistance for NGOs in the Member States which are involved in women's programmes.

4) Unesco should continue to organize regional workshops for preparation of literacy materials.

For Member States

1) Member States should give high priority to non-formal education programmes and adult education programmes.

2) Member States should organize similar kind of workshops at national level for field workers.

3) Member States should encourage participation of NGOs in future regional workshops.

4) Member States should give attention not only to literacy programmes but also to functional literacy.

5) Member States should encourage women and children to improve.

6) Nomination of the participants should be made in time so that they can have enough time to prepare for the Workshop.

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CHAPTER I

Field Survey, Preparation and Field Testing of Materials by Groups

1. Introduction

2. Report of Group A

3. Report of Group B

4. Report of Group C

1. Introduction

The participants in the Workshop formed three groups and developed materials following the steps shown below.

a. Steps of developing materials in the Workshop (Group work)

I. Field survey

1. Preparation for community survey
2. Community survey at the village
3. Analysis of community survey using NP Method

↓

II. Preparation

4. Selection of theme and topics of materials to be prepared
5. Preparation and production of materials

↓

III. Field testing

6. Preparation for field-testing
7. Field-testing of materials prepared by the group
8. Analysis of field-testing

↓

IV. Revision of the materials

b. Materials developed by the groups

Group	Title of Developed Materials	Format
Group A	1. Less Land Grow More	Poster
	2. Let Us Read and Do Something	Poster
	3. Let us Discuss to Solve our Problems	Poster
	4. Learn and Play	Poster
	5. What will be Your Future?	Poster
	6. Who will Solve our Problems?	Booklet
	7. Water	Booklet
	8. Diet	Booklet
	9. Let Us Read	Booklet
	10. Introducing a Literacy Class in the Hunsa Colony	Slide/ tape
Group B	11. Let's Work Together for Happy Community	Photo Kamishibai presenta-tion/tape
	12. Same title (Supplementary material)	Poster
	13. Self Reliance for Happly Living	Radio Programme
	14. Same title (Supplementary material)	Booklet
Group C	15. My Lovely Village	Puppet play
	16. Cooperative formation (Supplementary material)	Pamphlet
	17. Village Banking (Supplementary material)	Pamphlet
	18. My School, My Dream	Picture story telling (Kamishibai)
	19. Let's improve our school programme	Poster

c. Group Formation

	Group A	Group B	Group C
1. Village selected	Hunsa Colony	Bhara Kau	Saidpur
2. Chairperson	Ms. Aida F. Lava (Philippines)	Ms. Widarmi D. Wijana (Indonesia)	Ms. Zeenat Ara Bhuiyan (Bangladesh)
3. Rapporteur	Mr. Syed Musarrat Hussain Rizvi (Pakistan)	Ms. Iffat Rizvi (Pakistan)	Mr. Dorjee Tshering (Bhutan)
4. Members	Mr. Galley Dorji (Bhutan) Mr. S. K. Wahal (India) Mr. Purevdorjiin Dorj (Mongolia) Ms. Tsagaanhuungiin Undrakh (Mongolia) Mr. Arum Kumar Tiwari (Nepal) Dr. Abdul Aziz Khan (Pakistan) Mr. Nguyen Nhat Quang (Vietnam) Mr. Sharad Ranjit (UNICEF/Nepal) Mr. T. M. Sakya (Unesco) Ms. Taeko Kurokawa (ACCU)	Mrs. Naila Suraiya Islam (Bangladesh) Ms. Luo Xiaomin (China) Mr. Bashir Khazamipour (Iran) Mr. Hojatollah Valad-baigi (Iran) Mr. Amphayvong Phongsisay (Laos) Mr. Ahmed Zahir (Maldives) Dr. Ijaz Ahmed Chaudhry (Pakistan) Mr. Muhammad Yusaf Chohan (Pakistan) Mr. Shigeru Aoyagi (ACCU)	Ms. Nishat Farooq (India) Ms. Noriah bte Long (Malaysia) Mr. Mussain Ali Manik (Maldives) Mr. Rana Ghulam Mohammad (Pakistan) Ms. Helen Pilon (PNG) Ms. Suporn Peecha-Aran (Thailand) Mr. Saquib Ali Khan (Pakistan) Mr. Ahmed Din Uttra (Pakistan) Mr. Shigeo Miyamoto (ACCU) Mr. Shinji Tajima (ACCU)

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2. Report of Group A

Group Members

Ms. Aida F. Lava	(Chairperson)	Philippines
Mr. Syed Mussarrat Husain Rizvi	(Repporteur)	Pakistan
Mr. Galley Dorji		Bhutan
Mr. S. K. Wahal		India
Mr. Purevaori Dorj		Mongolia
Ms. Tesaganhungin Undrabh		Mongolia
Mr. Arum Kumar Tiwari		Nepal
Dr. Abdul Aziz Khan		Pakistan
Mr. Nguyen Khat Quang		Vietnam
Mr. Sharad Ranjit		Unicef/Nepal
Mr. T. M. Sakya		Unesco
Ms. Taeko Kurokawa		ACCU
Mr. Rana Mohammad Iqbal	(Artiest)	Pakistan
Mr. Anjum	(Caligrapher)	Pakistan

Socio-Economic Profile of Hunsa Colony

On 4th November, 1991 the group consisting of above members and resource persons visited Hunsa Colony with the following objectives.

1. To prepare a Socio-Economic Profile of Hunsa Colony

2. To observe the basic problems of the colony and the people living there.

3. To find out the expectations and needs of the peoples.

4. To find out what type of literacy and post literacy material will be suitable for the peoples of Hunsa Colony.

The group members met the community leaders and residents of colony and observed the general condition of the colony and visited some houses to ask for improvement in the general and specific problems of the people and the colony.

On 5th November, 1991 the group visited the colony again and discussed the problems of the peoples of that colony and prepared a profile.

The Hunsa Colony is located in the North East of Islamabad at a distance of 4 km from Iqbal Hall Road. Most of the land of the colony has been acquired by the Capital Development Authority. The people have to vacate the colony to find out shelter somewhere else. The people are facing land problem.

The Land and the People

The land is smooth even and patchy. The land of the colony covers an area of 8 sq.kms.

The population of this colony is 2800 out of them 1000 are male, 900 females and 900 children. The spoken language is Punjabi. They also understand Urdu. They are hard working people and they need some guidance in connection with community development.

Most of the male and female members of this colony work in the offices, hospitals and the houses. Some educated young persons are waiting for some jobs. There are three shops in the colony.

There are about 340 kachcha and pacca house in this colony. 336 houses are of Christian families and rest houses are of Muslims.

In the beginning there were 120 houses but later on peoples from Gujranwala, Sialkot, Lahore and some other cities settled here.

Education

The literacy rate in this colony is only 20%. 400 children are studying in primary classes, 7 are in middle classes, 6 are in Matric and 4 have passed higher secondary examination.

There is no primary school in this colony. Children have to go to primary school No. 33 in the sector. The total enrollment of this school is 409. There are 13 teachers, one PTI and headmaster. There is co-education in this school. The dropout rate is very high. Parent Teachers Association meets quarterly. The head mistress and some staff visit the colony from time to time and motivate parents to send their children regularly. The school is facing rooms problems.

The members of the group discussed the problems with one of residents of the colony and discussed with them about the possible solutions their problems. Each problem was discussed in details and elaborated by leaders to the group members. The leaders were motivated and promised to contact the different government agencies for the development activities of the community. They also promised to establish a literacy centre in the church of the colony. There is a need of primary school in this colony.

Health and sanitation

Health facilities for a population of 2800 are inadequate. There are no arrangements for medical treatment in the colony. The people have to go to Islamabad city centre. In case of emergency they face great trouble as there is no ambulance service in this colony. They have to pay a lot of money to the private dispenser who is performing the role of doctor in the colony. They will initiate at the community level by collecting nominal amount of Rs. 1 perhead.

The colony presents an ugly scene because in most of the houses cattles are kept with the inmates. There is no ventilation system in most of the houses. Besides common ailments the villages are is said to be suffering from malaria, cholera, mal nutrition, stomach upset and a few cases of T.B.

Income

The economic conditions of the people living in this colony is very poor. The average income of the working class per day is Rs. 40-50. In

order to raise their income the adults desired for vocational training. They stressed the need for training, services, motor mechanic, electrician, welding, sewing clothes, so that their family income could increase.

Transportation

Hunsa Colony is connected through metalled road to Islamabad and Rawalpindi. But the main bus stop is very far from the colony. They are facing transport problem specially at night in case of emergency.

Organization

World Vision Organization and some political parties are helping this colony in construction of some Pacca Roads inside the colony.

Drinking Water

Drinking water is also one of their main concern. There are only two water taps and timings are not suitable to their needs. Secondly supply of water is not adequate for the entire population of the colony.

Marriage Age of Girls

It is told by the people that marriages of girls in their area starts from the age of 15 years to onward.

Fuel Used by the People

There is no gas line in this colony. Peoples are using wood of the trees available around the colony. They are also using dung cakes. The people of the colony are facing a lot of problems. They are using un-authorized "Kelas".

The Colony lacks cooking gas facility. It should be provided to this colony since they are using trees for fuel which is not only uneconomical but unhygienic too.

Major Problems

The colony profile was developed with the help of community leaders. The pertinent information was collected through the search conference, local notables, government functionaries, Headmistress of the nearby school, early school learners and their parents.

The following major problems were identified on the basis of visit to Hunsa Colony.

1. Non-availability of school
2. Need for non-formal education
3. Need for skills training
4. Need of community development
5. Land problem
6. Malnutrition
7. Acute shortage of drinking water
8. Non-availability of health centre
9. No proper ventilation
10. Family planning required
11. Large number of jobless young men
12. Poor economic base
13. Breast feeding
14. Proper sanitation required
15. Diseases

Method of Analysis

In order to identify the above problems the members sat together to carry out NP method in the group in the evening session. Each member noted the problems on the pieces of papers and pasted them on the chart according to the subject area.

Conclusion

Reasons for dropout are varied and many. These include poverty, rising expenses of books, note books and other items, non-productive unskilled education, lack of motivation on part of uneducated parents.

Functional literacy appears to be the need of both the dropout and their parents.

In non-formal education, leading to literacy is being provided to the early primary school leavers.

Selection of Themes

In the light of the perceived needs of the early school leavers of the locality and the people in general, the group members selected the following themes around which a meaningful, interesting and simple programme of non-formal education could be drawn.

1. Land problem
2. Food and nutrition
3. Water
4. Education
5. Poor economic condition
6. Lack of guidance

Keeping in view the above problems and their felt needs the following materials were developed by our group.

1.	MOTIVATIONAL - POSTER	
	a. Less Land Grow More	Poster
	b. Let Us Read and Do Something	Poster
	c. Let Us Discuss to Solve our Problems	Poster
	d. Learn and Play	Poster
	e. What will be Your Future?	Poster
2.	INSTRUCTIONAL - BOOKLET	
	a. Who will Solve our Problem?	Booklet
	b. Water	Booklet
	c. Diet	Booklet
	d. Impact of Literacy	Booklet
3.	FOLLOW-UP	SLIDES/TAPE
	* Introducing a Literacy Class in the Hunsa colony	

Field Testing

1. Preparation for field testing

The group prepared Questionnaire as guide to

evaluate the posters, slide tape programme, booklets and facilitator's guide.

2. Procedure

On 11th members of the group visited Hunsa Colony with the materials developed during the Workshop.

The group along with its pre-testing materials reached Hansa Colony. The first obstacle faced by the group was that Community Leader (Mr. Gulzar) was not present, so group lead to motivate gentle group, volunteers and children ranging from age 4 to 14 years. The motivating exercise started by making funny noises by Mr. Rizvi (Reporter) and narrating funny fairs tales. The whole exercise of motivation yeilded about half an hour. Then the pretest was conducted with the volunteers, who were either students or drop-outs. But all of them had attained at least class IV standard.

Posters

Poster No. 1

Title : **What will be your future?**
Objective: To motivate community people to be literate
Target
Learners : Community people in age group from 9 to 14
Design : The poster indicates the thump impression of a man
Field
Testing : The poster was presented to the target population with several pertinent question. They were impressed with the poster and liked very much, discussed closely and made suggestions. They suggested that the title of this poster be changed as "Our future will not be like this".
The group members accepted this suggestions and revised the caption.

Poster No.2

Title : **Let Us Discuss to Solve our Problems**
Objective: To motivate people to solve their problems by themselves and to do something and organized.
Target
Learners : Men and women of the community
Design : Men and women are sitting in front of the church, talking to each other and discussing their problems. Some of them were sitting on cot and some were sitting on the floor.
Field
Testing : The poster was shown to the young people in age group 10-15 without caption. Some questions were also asked. The people realized the theme of the poster is that some people are discussing their is problem. The people criticized the poster freely. They said that the cot may be removed from the picture and all men and women should sit on the floor. They also neglected that the caption of this poster be written as "Let us solve our problem jointly.

Poster No. 3

Title : **Learn and Play**
Objective: To motivate women to be literate. To show that children can learn through games.
Target
learners : Women, neo-literate and children
Design : The poster indicates a literacy class where women and children are playing and learning.
Field
Testing : The poster was demonstrated to the same group as the poster 2 with some questions. They enjoyed the poster and suggested that some posters may be prepared for showing literacy class for men.

Poster No. 4

Title : **Let Us Read and To Do Something**
Objective: To motivate the women and children to be literate
Target
learners : Women and children
Design : The poster indicates that a women is learning with her children
Field
Testing : The poster was shown to target population with some questions. The title was not shown in the beginning, but after questions the title was shown to them. They suggested the following captions for this poster:

a. Let us read and show some result.
b. Let us learn to teach our children.
c. Let us learn to teach our parents.
d. Mother and children learn from each other etc.

The group members revised the caption as "Mother and Children Learn from Each Other".

Poster No. 5

Title : **Less Land Grow More**
Objective: To motivate the people to raise their income.
Target
learners : Communities family
Design: The poster indicates that we can grow plans in rooms and on roof.
Field
Testing : The poster was presented to the community people. The people did not enjoy so much because due to non-availability of cemented roof. It is not possible to grow plants on the house roof.
This poster may be used in other colonies.

Evaluation of Poster

1. Name of Evaluator _____

2. a. Name of the Colony/ Village _____
   b. Target population _____

3. Caption of the Poster
   Appropriate/Not appropriate

4. Do you like this poster? Yes/No

5. Do you want to make some changes in this poster Yes/No
   If Yes what changes? _____
   _____

6. Is the message in the poster clear? Clear/Not clear
   If not what changes would you like to suggest? _____
   _____

7. Colour attraction Yes/No

8. Do you want to have more poster like this?
   Yes/No

Field Testing of Booklets

Second phase of the pre-testing started with the booklet titled **Who will Solve Our Problems**

Page 2 These volunteers can progress to be added.

Page 4 The volunteers felt that garbage problems be added. It is in and out dustbins but CDA does not come to collect the garbage in time.

Necessary corrections/modifications have been made on Page 2. Whereas page 4 to care less to be taken by CDA.

Second Bookelt: **Let Us Read**

The student volunteer read the book efficiently though they had no hustle in reading. They found it useful as it covered almost all the problems and solutions of the community. The volunteers were of the view that the book be made available to the colony for rapid progress after printing.

Third Booklet: **Water**

The booklet was reviewed among volunteers, semi-literate and illiterates. All the clientele groups had a view that this booklet would be useful for whole colony as water is the problem of all those residing in the same colony.

Fourth Booklet: **Diet**

This booklet could not pretested because of shortage of time. As the clentale group had to go for second prayer. The church (place used for pretesting) had to be vacated for the prayers. Most of the clientele groups felt that they were aware of balanced diet but due to non-availability of funds everyone cannot afford these food products.

Text/Contents of the Booklets

Who will Solve our Problems?

1. Will these children keep wondering on the street?

2. Will they keep sweeping the roads whole life like us?
   We shall send them to school.
   Let us start the school for them in the church.

3. Again there is no water today!
   Only two water taps in such a big colony.
   After all what to do?
   If every member of the colony collects Rs. 1 only we can have a hand pump and there would be ample water in our colony. Only in one Rupee!

4. Do we have dirt?
   Will we die in this dirt only?
   If everyone of us keeps our houses clean the whole colony can be clean.
   Let us clean our colony and we should throw dirt in dust lines only.

5. If there is rain how children will cross the drain, flowing water to go to school.
   Shall we not send children to school in rainy days?

6. How much should I work to meet the needs of our children?
   For their healthy and bright future balanced diet, dress and education are necessary.
   How can we do this?
   Like for good crop distance between plants is essential similarly spacing is essential for healthy family.
   For necessary instructions contact family planning centre/hospital/health care centre.

7. My eyes have been weakened due to smoke.
   I cannot tolerate the heat of wood as fuel.

8. All the trees of the area have been used as fuel wood.
   If we cut down all the trees from where shall we get fire wood.
   There is a solution. That is Biogas.

9. Let us prepare Biogas.
   So problem of Gas is solved.

10. How can we prevent ourselves from disease?
    Principles of health care:
    a. breath fresh air, b. cleanliness of locality, c. physical exercise, d. wear neat clothes, e. drink boiled water and f. be happy.
    Let us construct a bridge to solve this problem so that children may go to school daily.

Water

1. Water is our basic need and we cannot live without it, more than five or six days.

2. We use water in cooking.
3. We use it for making tea and cold drink.
4. We use it for bathes.
5. It is used for washing clothes.
6. Water is used for growing plants.
7. Water is used for irrigation purpose.
8. We use water for breeding fish.
9. When we boil water it is converted into steam.
10. We can run steam engine.
11. Water can produce hydro electricity.
12. We get water through rain.
13. Through river.
14. Through handpump.
15. Through wells.
16. Polluted water spreads, diseases.
17. Use boiled water to avoid diseases.
18. Do not pollute the water.
19. Do not waste water. It is wealth.

Diet

1. Living being require energy for doing work.
2. Living being get energy through diet.
3. Our diet includes four things.
4. Milk and milk product.
5. Ghee, rice, pulses, grains and sugar.
6. Vegetables and fruits.
7. Eggs, fish, mutton.
8. For health, all these four things are necessary
9. Diet should be fresh and clean. Stale food spoils our health.
10. Wash your hands properly before meals. Dirty hand can spoil your health.
11. Check the food properly, otherwise the diet you take goes a waste.

Let's Read

1. Why so?
2. What will be their future?
3. We should do something for our children.
4. We should teach our children.
5. Let us teach our children.
6. Who will teach?
7. We shall teach.
8. Now you will also attend school.
9. Reading is a good habit.
10. For good health, fresh fruits are necessary.
11. Our children can read with us.
12. Education and skills both are necessary.

Evaluation of Booklet

1. Name of evaluator _____

2. a. Name of the Colony/ Village _____
   b. Target population _____

3. a. Title of Booklet — Appropriate/Not appropriate
   b. Size of Booklet — Appropriate/Not appropriate
   c. Volume of Booklet — Appropriate/Not appropriate

4. Do you like this Booklet Yes/No

5. Do you want make some changes in the title cover? Yes/No
   If Yes, what change? _____
   _____

6. Are the pictures in the booklet clean? Yes/No
   If No, what changes would you like to suggest? _____

7. Language of Booket Clear/Not clear

8. The content relates to our environment
   Yes/No
   If No, what changes do you suggest
   _____
   _____

9. Do you want to read more booklets like this?
   Yes/No

Field Testing of Slide Programme

Slide Programme: **Introducing Literacy Class in the Hunsa Colony**

Objective : To create awareness among the people of Hunsa Colony.
To create positive attitudes towards literacy.

Target Population : Community Leaders, adults, and youth of Hunsa Colony.

The programme was presented in the community church. The people enjoyed this programme very much. The theme was related to their community. They gave positive responses of the questions. They also suggested to include some slides regarding vocational education. They also requested to establish handicraft centres and day care centres in the colony. The group included slides regarding vocational education and care centre as recommended by the community members.

Contents of the Slide Programme

Frame No.	Visual	Audio
1.	Title: Introducing Literacy Class in Hansa Colony	
2.	Picture of Shakila and her mother	Shakila's mother: "This is my daughter Shakila. She is now in Class five. She loves going to school, and I am very proud of her. I couldn't get my education as my parents were not willing to educate me. I am happy my daughter wants to be a doctor and help other

		people."
3.	Hansa Village Islamabad	Shakila's mother: "We live in Hunsa Colony in Islamabad. Unlike Shakila there are also other children who do not go to school. Why don't these children go to school."
4.	Elder child carrying younger child	Narrator: "While the parents are at work outside the village, the elder children must look after their younger brothers and sisters. What will be the future of these children if they do not start their education now?"
5.	Child doing labour work	Music
6.	(a) Youth leader addressing his members	Youth leader: "Now why don't we get together and discuss to solve our problems. Let us speak freely and express our ideas."
	(b) -do-	Actual discussion in Hansa Village between leader and his people.
7.	Thump's impression	Midwife: "I think it is high time that we should seriously make better decision how we can send our children to school so that at least they will not be illiterate."
8.	(a) Pictures of mother	Mother-A: "But who will look after small children while we are out for work?
	(b) Pictures of day care center	Mother-B: "I have a good idea. Why don't we look after all our children by turns so that the children can go to school, we mothers also can go to work outside the colony."
9.	One mother	Mother: "Looking at my children going to school, I feel that we mothers also need to attend the literacy class, may be when we come back from our work."
10.	Ordinance (Poster)	Youth Leader: "You know that recently the government has circulated an ordinance that people living in Islamabad should be literate by December 1992."
11.	Picture of the church	Youth leader: "This is the right time to start a literacy class in our community. We can utilize the church for the literacy class. And we shall begin the class as soon as we get a teacher."
12.	Volunteer speeks	Young Man: "I offer my service voluntarily to teach. I have studied up to secondary level."
13.	Picture of chart	Lady: "Who will provide us teaching and learning materials?"
14.	(a) Poster showing add. of Ministry of Education Pakistan	Youth Leader: "Let us go to the Ministry of Education. They may be able to help us to get literacy materials and to establish a vacational training centre in the colony."
	(b) Vocational Training Scheme	Music
15.	Picture of youths	Narrator: "So the members of the Youth Committee went to meet officers in the Ministry of Education and asked for an assistance in organizing a literacy class in the colony."
16.	(a) T/L materials	Narrator: "The youth committee members received many useful and interesting booklets, posters and flip charts on different topics such as basic literacy skills, health and many others."
	(b) Man with poster	Music
17.	Picture of class activities	Narrator: "With the close cooperation within the colony members and with educational authority, literacy classes in Hunsa Colony got started."
18.	Shakila's mother (happy mood)	Shakila's mother: "It is rightly said that God helps themselves. Thanks God, we are learning how to read and write at night classes. We are no more illiterates."
19.	Children (happy faces)	Music
20.	-do-	-do-
21.	-do-	-do-
22.	Produced by Mr. Dorji Mr. Tiwary Ms. Kurokawa	-do- -do- -do- -do-
23.	The End	-do-

Evalution of Slide Programme

Name : Marital Status: M/UM/W
Sex : Male/Female No. of Children:

Age :
Education:
Religion :

1. Do you find the pictures clear?

   a) Very Good b) Good c) Not so Good d) Bad

2. Narration

   a) Very Clear b) Not Clear c) Too loud
   d) Too slow e) Too fast

3. Is the slide interesting to you?

   a) Very interesting b) Interesting
   c) Not interesting

4. Would you like to see such slides again?

   a) Yes b) No c) Not at all

5. Do you think your problems are connected with this story?

   a) Yes b) No c) Undecided d) No opinion

6. Do you think education is necessary for all?

   a) Yes b) No c) Undecided d) No opinion

7. Do you think that children should be sent to school?

   a) Yes b) No c) Undecided d) No opinion

8. Do you think women should be literate?

   a) Yes b) No c) Undecided d) No opinion

9. Do you think the information given in this programme is useful to you?

   a) Yes b) No c) Undecided d) No opinion

10. Do you agree with the idea about the child care centre?

    a) Yes b) No c) Undecided d) No opinion

11. Do you agree the importance of community for solving the common problems?

    a) Yes b) No c) Undecided d) No opinion

12. Do you want to add anything which you feel necessary?

    a) Yes b) No c) Undecided d) No opinion

13. Which one you want to add?_____
    _____

14. Do you agree with Shakila's mother's feeling?

    a) Yes b) No c) Undecided d) No opinion

15. If not why?_____
    _____

16. Do you think this is the appropriate media to motive the people?

    a) Yes b) No c) Undecided d) No opinion

17. Did you enjoy the programme?

    a) Yes b) No c) Undecided

Name of Inteviewer:_____

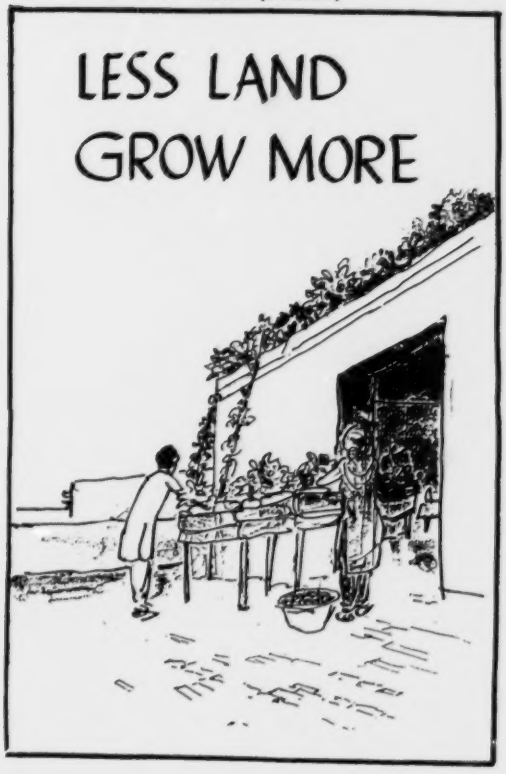
Signature: _____

Country: _____

Recommendation

1. Such type of workshops be organized at provincial and district level.
2. Field testing plays an importnt role in improving the material so at least two days be allocated for field testing.
3. Material be printed at national level and distributed to all literacy centres available in the country both in government and non-government sectors.
4. Unesco may be requested to provide some funds for such workshops and development of material.
5. Branches of ACCU may be established in all Asian countries.
6. Literacy Material Development Centres be established in all provinces.
7. The duration of such workshops may be at least three weeks.
8. Literacy campaign for a period of three months be started in the districts which are educationally backward services of retired personnel and community workers be obtained for this purpose.
9. Literacy primers for learning language quickly be developed at national and provincial level and be used during literacy campaign.
10. Some video films be prepared not only for the purpose of motivation but also covering different aspects of life. These film may be shown to illiterates during the campaign.

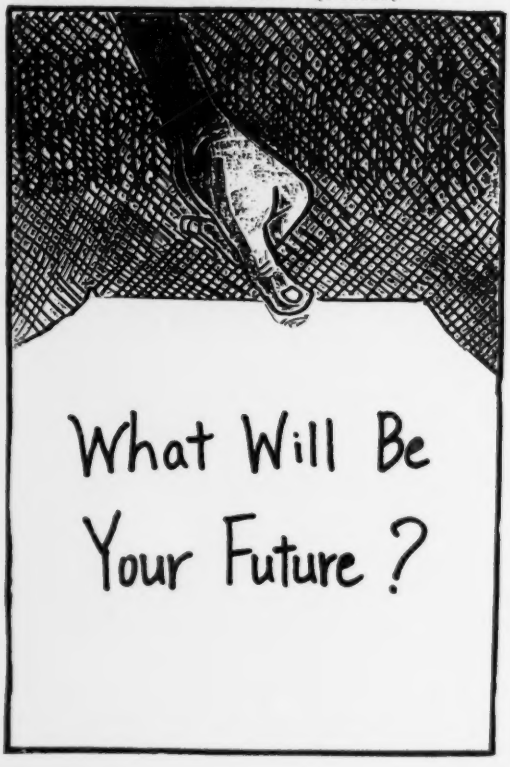
Less Land Grow More (Poster)



Let Us Read and Do Something (Poster)

Let Us Discuss to Solve Our Problems (Poster)

What Will Be Your Future? (Poster)



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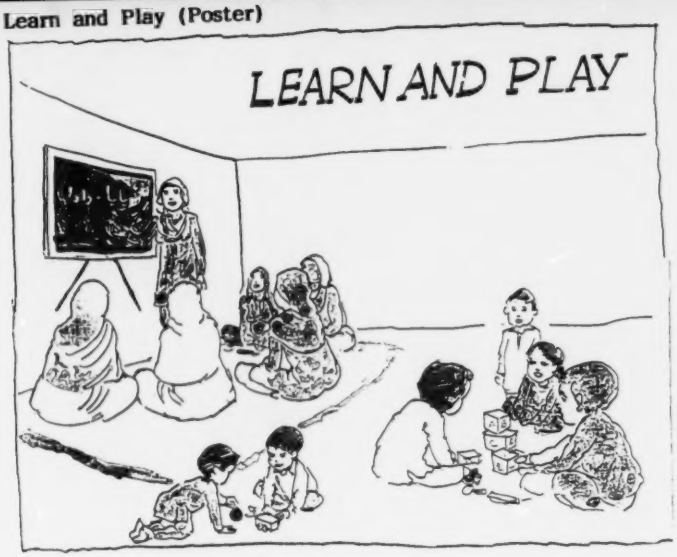
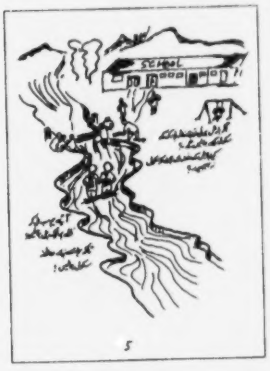
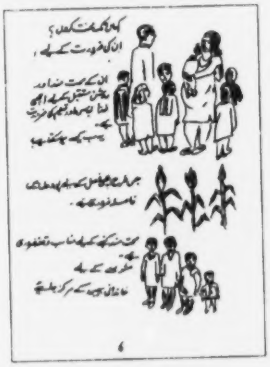
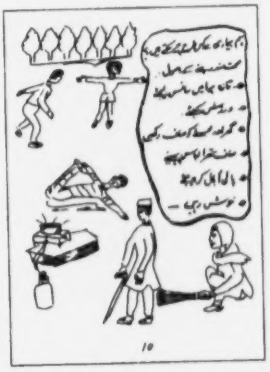
Learn and Play (Poster)



Who Will Solve Our Problems? (Booklet)







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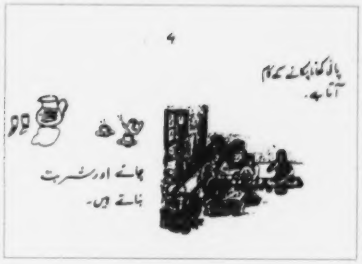
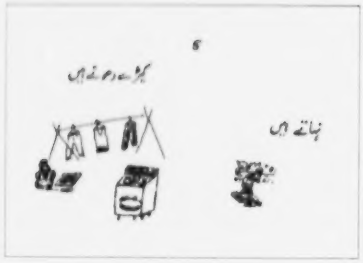
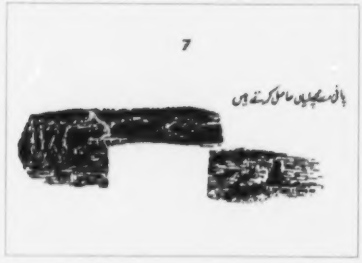
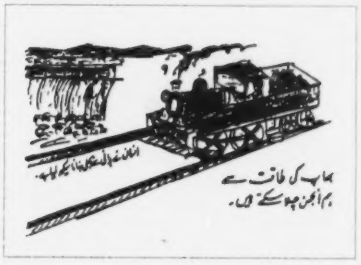
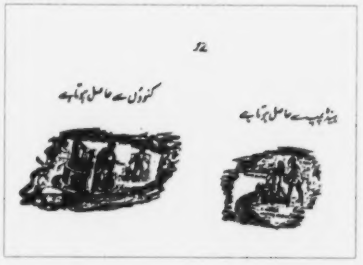
Water (Booklet)

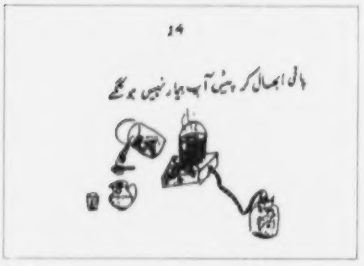


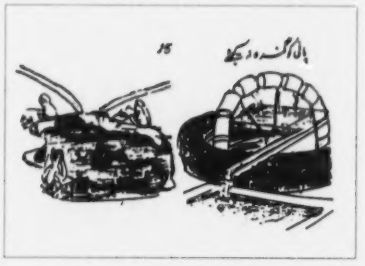












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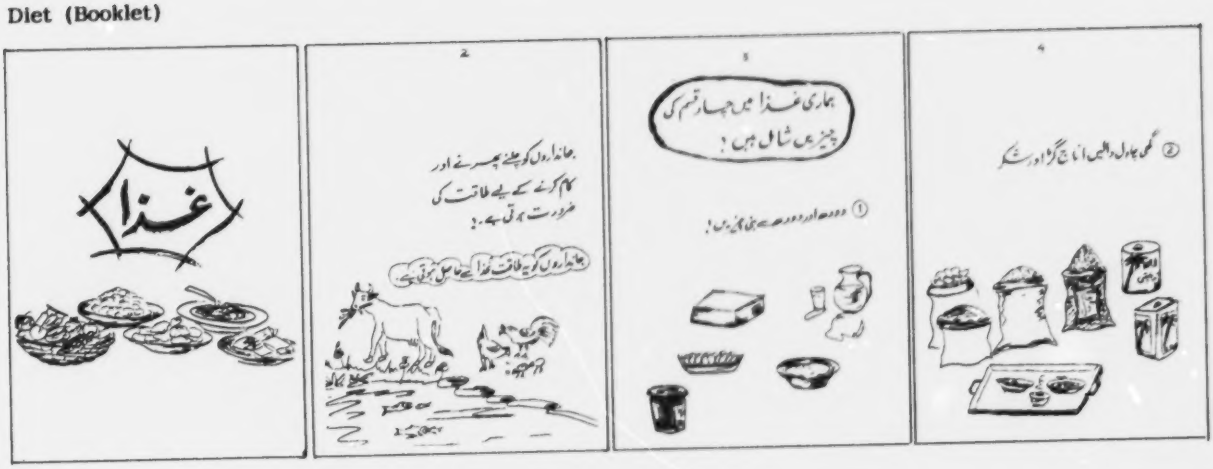
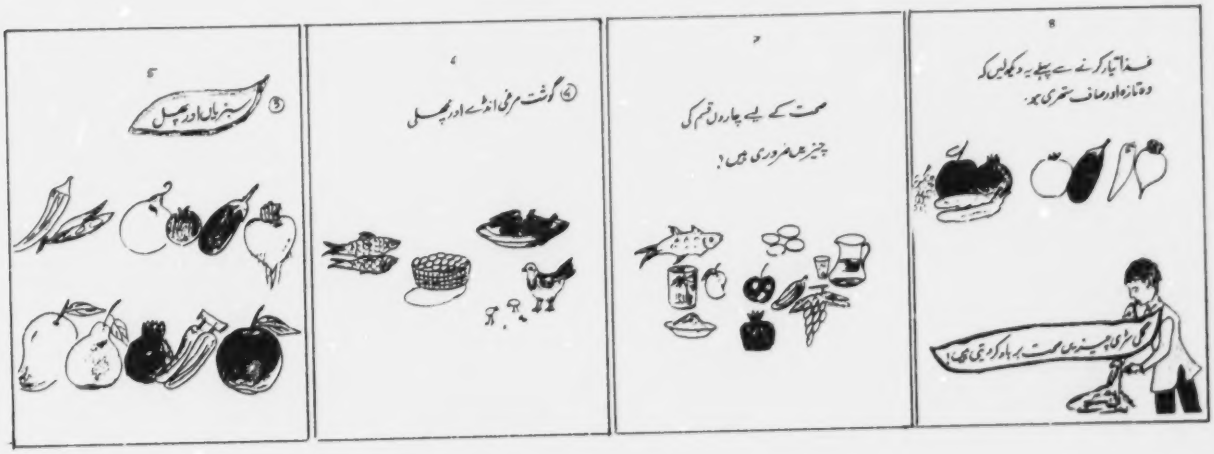
Diet (Booklet)





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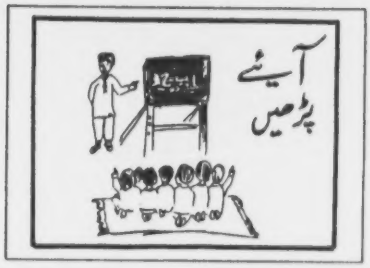
آیئے
پڑھیں

آخر کیوں؟

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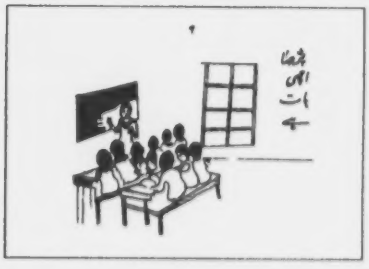

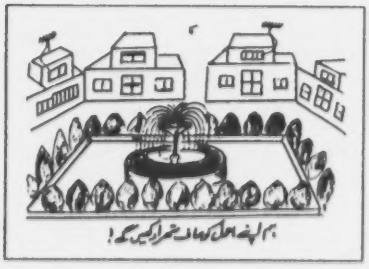

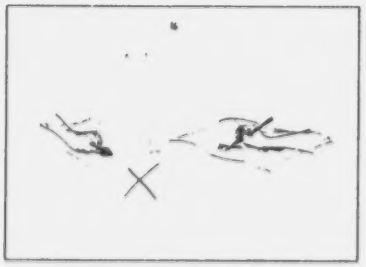

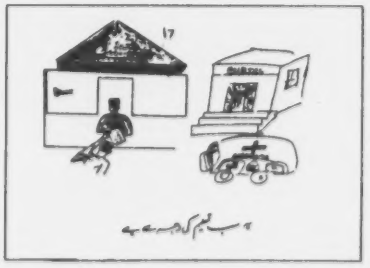

Introducing a Literacy Class in Hunsa Colony (Slide/tape)
(Selected slides)

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3. Report of Group B

1. Group Members

1)	Ms. Naila Suraiya Islam	Bangladesh
2)	Ms. Luo Xiaomin	China
3)	Ms. Widarmi D. Wijana	Indonesia
4)	Mr. Bashir Khazamipour	Iran
5)	Mr. Hojatollah Valad-baigi	Iran
6)	Mr. Amphayvong Phongsisay	Laos
7)	Mr. Ahmed Zahir	Maldives
8)	Ms. Iffat Rizvi	Pakistan
9)	Dr. Ijaz Ahmad Ch.	Pakistan
10)	Mr. Muhammad Yusaf Chohan	Pakistan
11)	Mr. Shigeru Aoyagi	ACCU

2. Village Profile

Introduction

The village known by the name of Bharakau is situated 15 km away from Islamabad. Majority of the population of this village consists of immigrants. On the emergence of Islamabad as the capital city, many people came from other cities to find the job in Islamabad, so they bought lands in the suburbs.

The Land and People

The land is hilly and plain. It is a fertile area. The people of the village speak Punjabi and Pothohari. The population of the village is about 8000 (male 4000 and female 4000).

The literacy rate of the school age children is about 60% and dropout rate is less than 10%.

Occupation

The main occupations of the people are agriculture, live stock, business, trade, etc. Majority of the people work in the capital city and the women of the village stay at home.

Religion

The majority of the people in the village are muslims. But, there is quite a number of Christian in the village.

Educational Institutions

There are three formal schools in this area:

1. Middle School for Boys.
2. High Secondary School for Boys.
3. High Secondary School for Girls.

Besides these schools there is also a non-formal school known as Mosque School. This is run by the Primary and Non-formal Education Wing, Ministry of Education. The Mosque School provides primary education for the boys and girls in the village.

Health and Sanitation

The village has one hospital run by the government. The government has provided them with the facilities of basic health units, mother and child care centres and dispensary. The village presents unhygienic and bad sanitary conditions. There is only one tap to meet the water needs of the village in a limited time.

The people keep animals in their houses. Drying cow dung, pats are breading centres for flies and mosquitoes which cause several diseases, like malaria, cholera, diarrhea, etc. The children of the village defecate in the streets which pollute whole environment of the village.

Community Organizations

There are no community organizations which would help in solving the common problems of the community.

3. Field Survey

First Visit

Group B elected Mrs. Widarmi D. Wijana, Indonesia as its chairperson and Ms. Iffat Rizvi, Pakistan as its Rapporteur.

The village allotted to Group B was Bharakau.

On 4th Nov. the group left the hotel for the first field visit. The purpose of the first visit was to have a general overview of the socio-economic conditions prevailing in village Bharakau.

To survey the area the group was divided into three sub-groups.

Group-B1	Widarmi D. Wijana Bashir Khazamipour Hojatollah Valad-baigi Muhammad Yusaf Chohan
Group-B2	Ahmed Zahir Luo Xiaomin Iffat Rizvi
Group-B3	Naila Suraiya Islam Amphayvong Phongsisay Shigeru Aoyagi

Each Group has an interpreter. The group gathered information/data by making observation and sharing long discussion with the settlers of the village.

Analysis of Field Data

After the first visit the group analyzed the data collected from the village. New participation method (NP Method) was used for data analysis on the needs and problems in the village. First of all the group had a discussion for 30 minutes, then each member was asked to write down ten most serious problems observed by him/her on ten slips. After this exercise the problems and needs on the slips were categorized according to the similarity of subjects. The problems were arranged as under:

a. Lack of Civic consciousness

(No. of slip)

- People stick to their cultural values and women are behind the curtains (1)
- Lack of civic consciousness (2)
- Children are mal-nutritioned (1)
- No health service in the village for emergencies (2)

b. Insufficient Supply of Water Causing Many Health and Sanitation Problems

- Do not realize the need to be clean and healthy (2)
- No proper system of storing drinking water (3)
- Insufficient supply of water (1)
- Animals are kept near the house (1)
- No proper hygiene facilities (1)
- There is no sense of keeping the environment clean (1)

c. Need for Creation of Awareness and Organization of the Community

- No contribution by villagers to community facilities
- There is no co-operation by villagers for community development (3)
- No income generating activities in the village (1)
- Do not appreciate the advantage of community involvement for self help (1)
- Lack of motivational programmes to improve living condition (1)

d. Lack of Income Generating Activities Especially for Women, Whose Socio-Economic and Political Status is Lower than Men, Due to the Absence of Any Women's Organization

- There are no income generating activities for women and no organization for this purpose (3)
- Women in village do not have the equal status with men (2)
- Need to have some kind of skills (1)
- No proper utilization of land for agriculture (1)

e. Lack of Educational Facilities

- Lack of teachers in the village schools (2)
- Lack of good quality education for children (2)
- Poor educational facilities in the village (2)
- Lack of instructional materials in the school (2)
- Number of students in the class is very large (2)
- Girls school is far from the village (2)

f. Lack of Knowledge on Family Planning

- No education for family planning (1)
- Not conscious about the problems of having large families (1)
- They have big family for their income (1)

g. Unplanned Town

- No space for the streets (2)
- No proper town planning (3)
- No pounded roads and streets (2)

h. Programmes for Adults Especially Women

- There is no literacy programme for adults, especially for women (3)
- Literacy is not the felt need of the area (1)
- School drop outs have no chance to study further (1)

After categorizing the problem the group had detailed discussion on each problem/need for prioritization. Five main problems/needs were prioritized by the group as follows:

1. Education
2. Health and Sanitation
3. Income Generation
4. Civic Consciousness
5. Community Organizations

Based on the priority the group had discussion and it was decided that the group will concentrate to develop materials on most crucial two topics.

1. Civic Consciousness
2. Community Organization

As the other three problems are the offshoots of these two problems. The purposes of the second field visit were to go in-depth or deeper into the problems of the viliagers and also to search for the solution.

For the second survey in the village the group was divided into two sub-groups that is male group and female group.

The groups surveyed 30 to 40 houses in the village. The members of the group had long discussions with the villagers on the topics selected. After coming back from the survey the group had discussions on the data collected. In order to select the issues for materials to be developed, taking NP Method, every member wrote 10 problems/needs on ten slips of the paper.

After categorizing the problems/needs the group selected six main issues under the two main topics for material development.

1. Community Organization

- Education
- Income generation
- Civic amenity
- Family size
- Community development by self help

2. Civic Consciousness

- Filthy environment

Out of the need assessment of the area it came up that community development is out standing. It may further have two aspects: (a) Community organization by self help, (b) Income generation. These aspects are essential for overall development of the area and for the women disadvantaged population in particular.

In order to develop materials on these issues the format agreed upon by the group is as follows:

Theme	Topic/Content	Format
Community Development	1. Community Organization by self help	Slides and Posters (Supplement materials)
	2. Income Generation	Radio programme and Booklet(Supplementary materials)

4. Development of the Materials

After the selection of items, topic and format the two sub-groups proceeded to the main task in the development of the materials.

Group B-1 which prepared the slide film focused on the problem and solutions of the women in the village Barakau.

The title of the slide film was "Let's Work Together for a Happy Community". This story was based on an unhappy family, with many children, the lady of the house worked very hard.

The women of the village organizes a committee of their own and decided to solve their problems.

After finishing the first draft the group decided to have pictures and present the story in a narrative form in the language of Urdu and English. The group discussed the first draft to make some revisions and decided to focus on the problems of drinking water and how people of the village could find enough water.

After finalizing the script of the slides the group went to the village Bharakau to take some pictures for the slide.

Due to the shortage of time the group decided to change the slide film into 'Kamishibai' photo presentation. The presentation was supplemented by the posters.

The Groups B-2 which prepared the radio programme decided to focus on "Income Generation" which was mainly concerned with the importance of education, how women of the village can utilize their spare time and how they can supplement their family income to improve their quality of life by making an organization of their own.

The programme was in a narrative form with some dialogues. To supplement the radio programme the group prepared a bookelt.

After preparing the first draft of the materials, the group made some revisions. Finally the group went to the production studio and recorded the material in Urdu language. The narration for the radio programme, the scripts for drama and questionnaires were all prepared in English first and then translated into Urdu language. The material were typed in English.

5. Field Testing

Preparation for Field Testing

Before the field testing the group developed a set of questionnaires for the evaluation of Radio Programme and 'Kamishibai' photo show. The questionnaires are as follows:

Questionnaire for 'Kamishibai' Photo Presentation

Name :
Sex :
Age :
Education :

1. What is explained in the programme?

   a) Dirty water
   b) Hard work
   c) Working together
   d) Happy family

2. Do you think that picture clearly convey the message?

   a) Very good
   b) Good
   c) Not so clear
   d) Bad

3. Do you think this programme conveys anything?

   a) Yes
   b) No
   c) Don't know

4. If Yes, please specify.

   _____

5. 1) Music
      a) Fun
      b) A little fun
      c) No fun
   2) Narration
      a) Very clearly understood
      b) Clearly understood
      c) Not clearly understood

6. Is the 'Kamishibai' photo presentation interesting to you?
   a. Very interesting
   b. Interesting
   c. Not interesting

7. After watching the 'Kamishibai', would you like to follow the instruction given in the programme?
   a. Yes
   b. No
   c. Don't know

8. If No, can you explain why?

_____

9. Would you like to see the 'Kamishibai' photo again?

   a. Yes
   b. No
   c. Don't know

10. How often would you like to watch such programmes?

    a. Every day
    b. Once a week
    c. Once a month
    d. Never

11. Do you think that drinking clean water is connected with your health?

    a. Yes
    b. No
    c. Don't know

12. Do you think your condition will be improved if you can bring water to your houses?

    a. Yes
    b. No
    c. Don't know

13. Do you think by forming a committee among yourself, you can bring water connection to your houses?

    a. Yes
    b. No
    c. Don't know

14. If No, why not?

_____

15. Do you think men and women can sit together and discuss in the same way to solve the problems?

    a. Yes
    b. No
    c. Don't know

16. If No, why?

_____

17. Did you enjoy the programme?

    a. Yes
    b. No
    c. Don't know

18. What kind of media do you like?

    a. TV
    b. Radio
    c. 'Kamishibai'
    d. Booklet
    e. Poster

Name of interviewer:

Signature of interviewer:

Questionnaire for Radio Programme

Name :
Sex :
Age :
Education:

1. Do you have radio in your house?

   a) Yes
   b) No

2. Do you listen to the radio programmes?

   a) Yes
   b) No
   c) Some time

3. If Yes, how frequently?

   a) Very frequently
   b) Some times
   c) Rarely

4. What type of radio programmes do you like?

   a) Music
   b) Educational
   c) Discussions
   d) News
   e) Talks
   f) Drama
   g) Other_____

5. Did you understand the programme?

   a) Yes
   b) To some extent
   c) No

6. For clear understanding, do you think it should be repeated?

   a) Yes
   b) Not sure
   c) No

7. Was the presentation interesting?

   a) Yes
   b) To some extent
   c) Not at all

8. Was the language easy to understand?

   a) Yes
   b) To some extent
   c) No

9. What kind of a woman Razia is?

   a) Good
   b) Bad
   c) Not sure

10. What kind of a woman Hameeda is?

    a) Good
    b) Bad
    c) Not sure

11. What kind of a girl Zarina is?

a) Good
b) Bad
c) Not sure

12. What kind of a girl Ayesha is?

a) Good
b) Bad
c) Not sure

13. Why did Hameeda collect the Women from the neighbour?

a) Organization of Committee
b) Social gathering
c) Discussing problems and finding their solutions

14. Do you approve of having a large family?

a) Yes
b) Not sure
c) No

15. Do you approve of earning more money by working in spare time?

a) Yes
b) Not sure
c) No

16. Do you think that children should be sent to school?

a) Yes
b) Not sure
c) No

17. Do you think that a community can solve its problems through self reliance?

a) Yes
b) Not sure
c) No

18. Is it feasible to organize a group of women to manage the community affairs?

a) Yes
b) Not sure
c) No

19. Did you understand the message contained in the programme?

a) Yes
b) Not sure
c) No

20. In your opinion, are programmes of this kind useful?

a) Yes
b) Not sure
c) No

Field Testing on "Let's Work Together for a Happy Community"

Before the performance was started the group was introduced to the audience.

'Kamishibai' photo show was presented first. The title of the presentation was "Let's Work Together for a Happy Community". After presenting the show, it was supplemented by the posters. The group discussed the show and the posters with the audience. The message given in the show was understood by the audience and they responded well.

Field Testing on "Self Reliance and Happy Living"

Radio Programme on "Self Reliance and Happy Living" was presented. The programme was supplemented by a booklet. The audience discussed the programme and the booklet. The learners enjoyed the programme and got the message given in the programme.

6. Data Analysis and Improvement of the Materials

After field testing the group analyzed result of the field-test on the materials. The analysis is as follows:

Analysis of 'Kamishibai' Photo Show

1) The theme of water supply was prominent throughout the show, therefore, 40% of the respondents mentioned that the programme was on "Dirty Water". A minor percentage 15% mentioned hard work, 30% mentioned working together and 60% mentioned happy family. Considering the educational level (illiterates and neo-literates) of the respondents, the concept of working together was rather abstract for them. Yet, majority of them (60%) were able to identify the result of the concept. This, in itself, is an achievement.

2) About 55% of the respondents thought that the pictures are very clearly conveyed the message while 40% thought that the pictures were "Good".

3) All the respondents agreed that the programme conveyed a message.

4) Majority (70%) of the respondents enjoyed the music very much while 25% enjoyed, the music fairly. Only one respondent did not enjoy the music.

5) The narration was "very clearly understood" by 60% of the respondents, while 35% understood it "clearly"; only 5% respondent did not understand the narration.

6) All respondents eagerly replied that they were willing to follow the instructions given in the programme.

7) The question on whether they thought that drinking clean water was connected with health 95% of the respondents replied in the affirmative.

8) A similar percentage (95%) agreed that by forming a committee among themselves, they could bring water to their houses. It shows that the idea of "working toget her through a committee" was fairly well accepted, only one respondent was skeptical about the success of the idea of a "Committee" since she thought that they had "no time for such things".

9) Another revolutionary concept "men and women working together to solve their problems" was introduced through the 'Kamishibai' show. There was no response not because they were against the idea, but because the concept itself was totally new to them and they needed more time to think about it. As far as those who answered this question concerned, 45% replied that they were hopeful about the success of such a scheme 10% respondents thought it was not possible due to cultural taboos/obstacles.

10) All respondents (100%) enjoyed the programme and 75% of them were willing to watch such programmes "once a week". It was enough to prove the 'Kamishibai' show was very much successful and was able to appeal to the target-group.

Diagram

Question	A %	B %	C %	D %	E %	F %
Q1	40	15	30	60		
Q2	55	40	5			
Q3	100					
Q4						
Q5 1)	70	25	5			
2)	60		35	5		
Q6	50	50				
Q7	100					
Q8						
Q9	90	10				
Q10	10	70	20			
Q11	95	5				
Q12	100					
Q13	95	5				
Q14						
Q15	45	10			No answer 45	
Q16						
Q17	100					
Q18	50	5		25		20

Analysis of Radio Programme

Question No.	Responses (in percent)		
1	Yes 90%	No	10%
2	Yes 90%	No	10%
3	Very frequently		20%
	Some time		60%
	Rarely		20%
4	Music		20%
	Educational		20%
	News		60%
5	Yes		60%
	To some extent		40%
6	Yes		50%
	Not sure		20%
	No		30%
7	Yes		60%
	To some extent		40%
8	Yes		100%
9	Good		50%
	Bad		30%
	Not sure		20%
10	Good		50%
	Bad		30%
	Not sure		20%
11	Good		60%
	Bad		20%
	Not sure		20%
12	Good		90%
	Not sure		10%
13	Organization of Committee		90%
	Discussing problems and finding solutions		10%
14	No		100%
15	Yes		100%
16	Yes		100%
17	Yes		100%
18	Yes		100%
19	Yes		80%
	To some extent		10%
	No		10%
20	Yes		90%
	Not sure		10%

The audience discussed the radio programme with the group. The audience understood the

message given in the programme. They found the programme very interesting and responded well.

To evaluate the radio programme the group interviewed 10 women aging 20-40.

The analysis of the questionnaires is given in the table above.

As seen in the above table, the respondents rated the programme useful and interesting. They were aware of the need of having small families and realized the importance of educating their children. It was encouraging to find out that the target learners had recognized the need of organizing themselves to solve their problems and to utilize spare time for supplementing their family income.

Suggestions for Improvement

Some of the suggestions for the improvement of the programme by the audience are as follows:

1. More suggestions on income generating activities should be included for supplementing the existing income.

2. The radio programme should have attractive sound effects so that the programme can be effective.

Based on the suggestions by the audience the material was revised.

7. Materials Developed by Group B

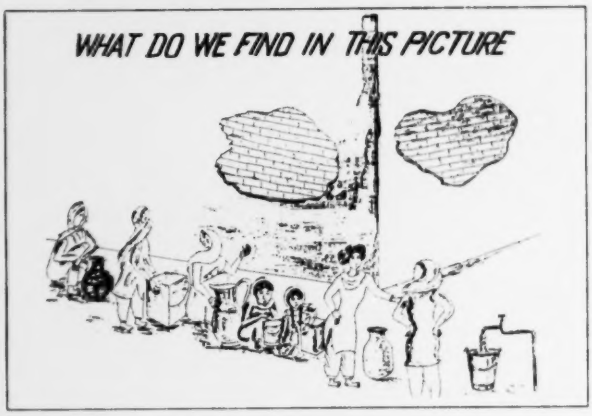
"Let's Work Together for Happy Community"
Photo Kamishibai Show (Scenario)

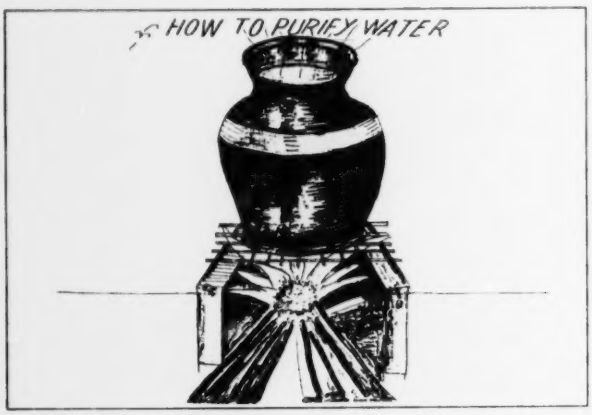
Slide No.	Picture	Narration
1.	"Let's Work Together for Happy Community" A Village Scene (from hill top)	Same (with music) This is village Bharakau. How beautiful this village is. Behind this beautiful scenery, what do we find?
2	An old woman is interviewed (with neutral face) interview included:	Interview Narrator : How is your life in the village? Old women: "I am not happy with present condition".
3.	Old woman making breakfast with children surrounding her	Old woman: "Life is hard here. Every day I have to get up early in the morning to cook breakfast for 12 members of my family"
4.	A lot of dirty clothes	Old woman: The water runs out before 7 o'clock. All the dirty clothes are left in a heap". I simply don't know how I am possibly going to finish the washing without a single drop of water in the house."
5.	Baby crying out loudly	Narrator : The baby wakes up, starts crying. The woman rushes to his side. (Old woman) "Oh, no more dirty diapers to wash"
6.	Half-empty drum	Narrator : "Aren't you going to wash the baby? Change his diapers?" The woman points to the water reservoir. It is half empty. Old woman: "You see?"
7.	Unwashed utensils in the kitchen	Old woman: I have to wash the breakfast dishes, and save some water for drinking.
8.	Washed clothes spread out beside the stream	Old woman: By 10 O'clock, I will have to go down to the stream to do this load of laundry and fetch water for the cooking and the daily chores. Narrator : Everyday 4 hours of her day is spent on collecting water.
9.	Children suffering from Diarrhea	Narrator : Her children suffer from Diarrhea and other diseases.
10.	A child drinking dirty water from same water drum	Narrator : Which result from drinking dirty water.

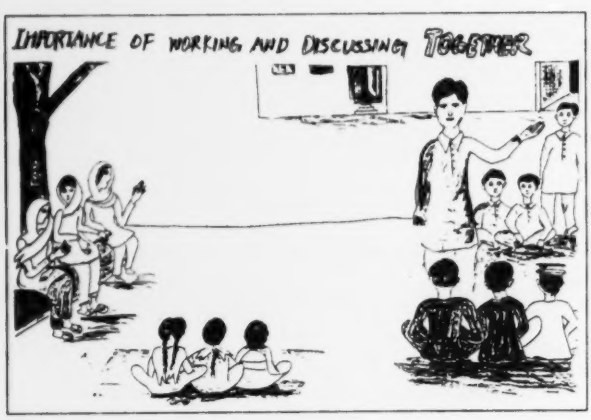
11.	The community reservoir (close-up)	Narrator	: Now let us see where the water comes. This is the village reservoir. The water is full of bricks, wood and mud.
12.	Community water-tap with water flowing (close up)	Narrator	: Water flows from the taps only between 5 and 7 o'clock in the morning and evening. They have to store this unclean water for drinking & other purposes.
13.	Long queue of water pots in front of the water tap, owners sitting with gloomy faces, two women quarreling	Narrator	: That is one of the root causes for insufficiency of water and dirty water, which makes life in the community unhappy and miserable.
14.	Scene of the old woman discussing with neighbour (another lady)	Narrator	: One day, she discussed with her neighbour the water problem they were facing.
15.	Group of women discussing (with 2 ladies in the forefront)	Narrator	: Two women convince their friends to form an association of women to solve the water problem together.
16.	Women members discussing with male members of the community	Narrator	: The women convince men of the village to join them to solve the water problem with joint effort.
17.	A picture of a man posing a question	Dialogue: (A man's voice)	"But what can we do on our own?" There is a Union Council. The members promise everything during elections. But it has done nothing to provide water connection to our houses".
18.	Male members talking to Union Council Chairman in front of his office	Narrator	: The villagers get together to form a "Citizens Committee". They press the Union Council to arrange water connection to each and every house.
19.	Close up of Union Council Chairman	Narrator	: The Chairman tells them that if the villagers could contribute the money, plastic pipes for water supply could be made. Available for every house.
20.	Money being collected from the villagers (men & women alike)	Narrator	: Everybody agrees to contribute the money.
21.	Water flowing from water-tap into water pot in the house.	Narrator	: Now the villagers have enough water in their houses. The woman do not have to worry about fetching water.
22.	Villagers discussing (with women & chilren on one side)	Narrator	: Next the committee discusses how to purify the water for drinking and save their children from diarrhea.
23.	Boiling water on the stove	Narrator	: They decide to use boiled water for drinking and cooking.
24.	Picture of charcoal water filter	Narrator	: Also, for large families, they decide to use charcoal water filter to purify the water.
25.	A baby drinking clean water	Narrator	: By using these purifying methods, now their children get clean drinking water.
26.	A happy family scene	Narrator	: Now their children no longer suffer from diarrhea.
27.	Smiling children	Narrator	: They are healthy and happy.
28.	Beautiful scenery of the village	Narrator	: Now the people of village Bharakau know the strength of working together. Why don't we work together in the same way?

Let's Work Together for Happy Community
(Photo Kamishibai Presentation/tape)

Let's Work Together for Happy Community
(Posters-Supplementary materials)







Self Reliance for Happy Living
(Radio programme)

Act. I Back Ground Situation

(Sounds of children shouting with a woman shouting at the children).

Narrator : This is Razia's home, she is a lazy woman, beats her children, does not look after them properly. Her husband Ramazan earns very little. Zarina is Razia's daughter. She is very bright and intelligent. She wants to study at school, but her mother doesn't care about her education.
Here is Razia.
Sound of children shouting (louder)

Razia : Hey! Why are you shouting! Stop making noise! Can't you keep quite for a minute.

Zarina : Mother, it's not me who makes noise. It's Aslam who is fighting with other children.

Aslam : No. Mother, she broke my car.

Razia : Whose car? Who gave it to you?

Aslam : No, it is not mine, I got it from neighbour.

Razia : Okay! Okay! (with irritation) Go away! Go away!

Act. II Background:

Light music and with the girl reading story book.

Narrator : This is Hameeda's home. She is an educated, polite, helpful and a kind lady. She takes care of her children. She is active and full of ideas. Ayesha is her daughter. She is eight years old. She studies in grade three.

Hameeda : Ayesha! What did you study at school today?

Ayesha : Mother! Today, the teacher taught us how to keep ourselves clean.

Hameeda : Do you know why we clean our hands before we eat?

Ayesha : Yes! Of course Mother! The teacher said, that the germs and bacteria cause diseases. By washing our hands we can get rid of them.

Act. III

Narrator : Zarina visits Ayesha house and sees her reading a small picture book.

Zarina : Ayesha, let's go and play.

Ayesha : Wait a moment. I am reading a very interesting story. Come and see the pictures.

Zarian : What is in the story? I can't read. It must be very interesting.

Ayesha : Let me show you. A long long time ago, there were a fox and a crow living in the forest. One day the fox was so hungry...

Narrator : Ayesha tell Zarina the story of the fox and the crow from the book.

Zarina : (With the sense of depression) How lucky you are! You can learn to read and write at school. But my father has no money so I cannot go to school.

Ayesha : Ask your mother to send you to school.

Act. IV

Narrator : Zarina goes to her house and ask her mother to send her to school. She refuses and Zarina starts crying and refuses to eat anything.

Razia : Zarina! Come and eat your food.

Zarina : I won't eat unless you send me to school.

Narrator : Razia beats Zarina and she starts crying loudly. Listening to the noise. Neighbour Hameeda, knocks the door and enters.

Hameeda : What's the matter, why are you beating the little girl so badly.

Razia : (With anger) She asks me to send her to school. I have a large family. I have even no money for their food, how can I afford to send her to school.

Hameeda : Stop beating her!

Narrator : Razia stops beating her and Zarina goes out crying.

Hameeda : The little girl is right, she should have some education, it is our responsibility to send our children to school. Let's think how can we solve this problem?

Narrator : Hameeda visits her neighbours one by one and persuades them to meet in her house to discuss some problems they have in the village.
All the ladies are sitting in Hameeda's home.

Hameeda : Zarina is insisting on going to school. Razia cannot spare money for her schooling. What can we do about it?

1st lady : I'll ask my husband to solve this problem.

2nd lady : Why should we ask other people to solve our problem? We should try to solve our problem by ourselves. God has given us brains to think.

3rd lady : You are right! We have so much time to spare after we finish our daily work. Can we utilize this time gainfully?

4th lady : Yes, you are right. We can do some work to earn more money.

1st lady : What can we do?

2nd lady : What about poultry raising?

4th lady : Good idea! But there is something for which we shall require. Lot of information on how to raise the chickens. Further, we shall have to raise money for purchasing of land and construction of structures.

1st lady : Where will we get the information.

2nd lady : We can get the information from the technical persons in the Agricultural Department.

3rd lady : (After pause) What about growing vegetables? We have a piece of land in our backyards and we can grow some vegetables.

1st lady : Yes, it is possible, but can we think of some easier one?

Hameeda : I have heard some good suggestions from all of you. I have a suggestion.

2nd lady : What is that?

Hameeda : We all know stitching. We can try to do something in this field.

Razia : Most of us do not have money to start the work.

1st lady : We have to think about this?

Hameeda : (Suggests) Let's make a committee and pool our resources, so that we can start the work.

3rd lady : Where will we sell the garments?

1st lady : My husband has a shop in the market and he also goes to Friday market in Islamabad. May be he can sell the garments.

2nd lady : That's a good idea! But if we are going to sell the garments in Islamabad. We have to make the garments according to the fashions in Islamabad.

Hameeda : Yes, may be we'll face this problem, but I know Farhat is very good in stitching.

1st lady : How can she solve this problem?

Hameeda : Farhat can solve this problem by helping them to make latest designs.

1st lady : How can we know the latest designs.

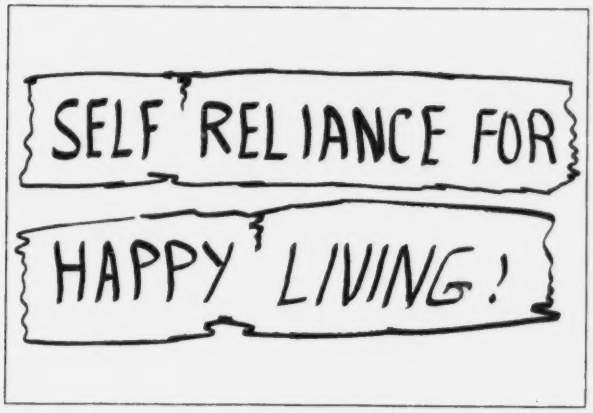
Hameeda : I can collect some fashion magazines from Islamabad.

Narrator : The women of the village agrees with Hameeda.

Razia : (With excitement) We never thought about it. By organizing ourselves we can earn some extra money and improve our living conditions and send our children to school.

Narrator : The group decides to constitute a committee and starts making garment.

Self Reliance for Happy Living
(Booklet-Supplementary material)



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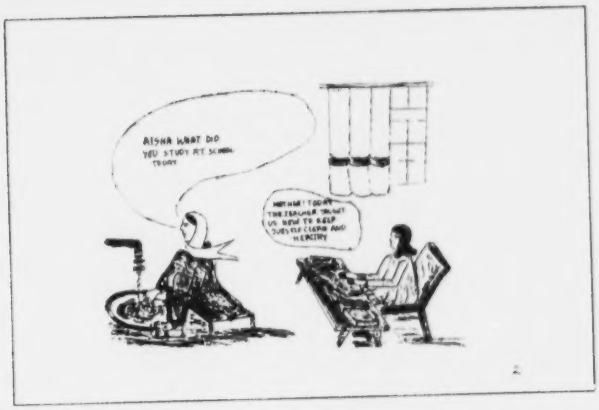

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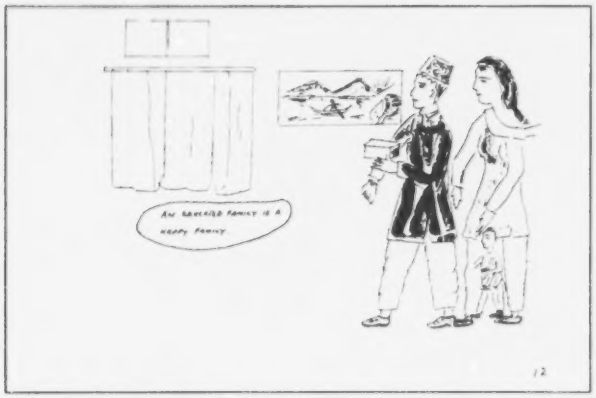


Guide for Utilization
Let's Work Together for a Happy Community

Objectives:

1. To create awareness among the target population about the problems which make their daily lives miserable.
2. Specifically, to bring realization among the target group about the necessity of using clean water in their daily activities.
3. To introduce the concept of men and women working together for solving their common problems.
4. To inspire the learners to cooperate through group effort and self help in solving their own problems and thus introduce the principles of community organization.

Target Group:

Mid-level neo-literate men and specially illiterate women groups.

Application:

1. The presentator explains the purpose of the Kamishibai photo programme to the audience.
2. The Kamishibai photo with narration are then shown to the audience.
3. Poster will be continue to be shown to the audience.
4. Discussion on the main points of the snow will be held between presentator, teacher and audience.
5. After discussion is over the Kamishibai photo poster will be shown again to reinforce the main points.
6. A question and answer session on the adoption of the main points.

Guide for Utilization
Self Reliance for Happy Living

Objectives:

1. To inculcate the concept of dignity of labour among the target group by motivating them to work.
2. To create realization among the target population about their depravation and poor living conditions.
3. To motivate learners for the gainful utilization of their spare time.
4. To prepare the target group for the learning of some useful skills.
5. To help learners to supplement their family income resulting in the improvement of quality of their life.

Target Group:

Middle level of njeo-literates especially women and disadvantaged groups.

Messages:

1. Effective utilization of spare time.
2. Learning of skills is not a disgrace.
3. Rely on yourself to improve your living conditions.
4. Do not hesitate to accept good advice no matter from which quarter it comes.
5. Even small addition in the family income can result in the improvement of the family life.
6. Importance of organizations and strength of co-operation.

4. Report of Group C

On the morning of 4th November, 1991 after a brief introduction on the field visit by Dr. Abdul Aziz Khan, the following members of Group C left for "Saidpur" village.

1.	Ms. Zeenat Ara Bhuiyan Bangladesh	Chairperson
2.	Mr. Dorjee Tshering Bhutan	Rapporteur
3.	Ms. Nishat Farooq India	(Resource person)
4.	Ms. Noriah bte Long Malaysia	
5.	Ms. Mussain Ali Manik Maldives	
6.	Mr. Rana Ghulam Muhammad Pakistan	(Resource person)
7.	Ms. Helen Pilon Papua New Guinea	
8.	Ms. Suporn Preecha Anan Thailand	
9.	Mr. Saqib Ali Khan Pakistan	
10.	Mr. Ahmed Din Uttra Pakistan	
11.	Mr. Shgieo Miyamoto ACCU	
12.	Mr. Shinji Tajima ACCU	

On arrival at the village the group was taken to the local primary school hall where the names of the chairperson and rapporteur were proposed and election completed shortly afterwards as indicated above.

Mr. Muhammad Ali Malik, Headmaster of F.G. Boys Primary School welcomed the group and gave an introduction on both Saidpur and his school in the following terms:

1. History: Saidpur is a suburb of Islamabad. Its history dates back to about 400 years. The locality was then known as "Bawali" meaning "Spring". Later on the village was named "Saidpur" after the head of the Gakhar family "Said Sultan" who occupied the area. The area had been famous for its fertile land and many orchards over and above the refreshing springs.

The only school initially built for boys and in fact still known as F.G. Boys Primary School has a long history. It must be stated that the school admits girls now and has 222 girls. According to the headmaster the school was established in 1880 which moved into the present premises some 10 years ago. The original building that was abandoned is only about 200 metres away.

2. According to the fact sheet supplied by the headmaster and from our own observations the following characteristics were evident:

(a) Physical/Geographical profile:

- Distance from Islamabad 8 km.
- Area : 2-2 1/2 sq km.
- Plants:
- Animals: Common ones in the region
- Birds:
- Climate: Moderate

(b) Economic profile:

- Population Male 3,000 Female 3,500 (46:54)
- Employments full time 1000 (800:200)
  part time 300 (200:100)
  self employment 170 (150: 20)
  Unemployment 530 (130:400)
- 2-3 family members employed
- Marketing situation - problematic
- Technical development - traditional
- Transportation - problematic

(c) Demographic Profile:

- Birth Rate 5%
- Death Rate 3%
- Migration:
  Internal 2%
  Abroad 10%

(d) Educational Profile:

- Formal F.G. Boys Primary School (10 teachers)
- Enrollment 517 children (222 girls 295 boys)
- Dropout 1990-91 (7.73%)
- Non-formal education - Behbud Centre
- Beneficiaries - 100 women
- Achievement Matric - B.A.
  Male 120 Female 80
  Total 200 (F 40%)
- Enrollment (primary to middle school)
  Male Female
  700 200
  Total: 900 (F 22.2%)
- Status of literacy Male 10% Female 5%

(e) Social Profile:

- Local bodies - Yes
- Language - Pakistani Punjabi (Pothwari)
- Folk lore
- Craftsmanship (except the potters) Not much was observed
- Religious facilities
- Recreation
- Housing type (Permanent Temporary - Both exist.)
- Health
- Nutrition (Fresh Food)
- Facilities (Public) - Nil
- Facilities (Private) - Yes
- Facilities (Social Welfare) - Yes

3. The group returned to the hotel in the afternoon and attended a briefing on new participatory (NP) method by the ACCU members.

4. The members then returned to the group soon after to continue discussion on the field survey. The group used the NP method and derived an exclusive list of problems and needs as observed during the field visit. Each participant wrote at least 10 points on strips of paper and the members shared by reading and sticking their points under various heading on a chart. However, it was found that many headings were related to each other. So the related needs/problem were cut and grouped as follows:

Problems and Needs Identified by Group C in Saidpur

1. Problems on women's needs (31 strips)

   - Needs for skill training (13 strips)
   - Negative attitude towards girl education (7 strips)
   - Organization of women against exploitation (7 strips)
   - Needs for functional literacy (2 strips)
   - Negative attitude of husband (1 strip)
   - Hardship for women to easy work (1 strip)

2. School needs (23 strips)

   - School atmosphare not conductive to learning (11 strips)
   - Teacher - Pupil ration is (1:50) high (8 strips)
   - Lack of reading (information courses) materials (3 strips)
   - Not co-operative (1 strip)

3. Health and sanitation needs (20 strips)

   - Improvement of health & sanitation (20 strips)

4. Infrastructural facilities (30 strips)

   - Lack of proper facilities (3 strips)
   - Transportation facilities in appropriate (2 strips)
   - Lack of recreational facilities (1 strip)
   - Bad land utilization (4 strips)

5. Group problems (2 strips)

   Women interpreter preferred (2 strips)

The members joined others for a plenary session where one of the resource persons presented ideas on "How to Develop Attractive and Effective Audio Visual Literacy Materials". This was followed by discussion and video films from Nepal and India. Then Group C discussed and decided on the priority from the need survey. Based on it the group focused on the "Women needs" and "School programmes". Then on 5th November, 1991 Group C visited once again Saidpur Village for field visit and surveyed women's need and school programme. Each participant wrote at least 10 points on strips of paper and the members shared by reading and sticking the points under various heading on a chart which was later cut and re-arranged as follows:

Suggested Solution

A. Community organization for betterment (30 strips)

   - Organization of community to fight against exploitation (9 strips)

   - Organization of women for development of community (12 strips)

   - Youth against exploitation (4 strips)

   - Provision of skill training for women (5 strips)

B. Improvement of existing facilities in primary school (10 strips)

   - Improvement of girls education (14 strips)

C. Organization of health care programme (12 strips)

The group got to the above list through the use of the NP method. The individual strips had to be arranged and rearranged so that the focus of the groups attention become clear. Based on the results of the field visit, Group C prepared the curriculum grid which was suggested by ATLP of Unesco for Saidpur village. This curriculum grid was prepared for the first time in the regional workshop which was organized so far. Curriculum grid is being given next. Based on the curriculum grid, Group C selected the two titles for the preparation of the materials.

In the morning of 6th November there was a plenary where all the groups presented and shared with others their findings. Many valuable views and suggestions were received by the group.

The curriculum grid which indicated levels, formats and utilizations for 3 topics was appreciated as being innovative.

The group focused and selected 2 topics.

1. Puppet play and supplimentary information pamphlets on community co-operative and village bank community development.

2. People's participation for the improvement of school programmes - Kamishibai (picture story).

The group was sub-divided to work separately in developing:

- Aim and objectives of the specific topic.
- Script for each scenario
- Media for dissemination
- Supplimentary material for reflection following presentation

Curriculum-Grid Based on Group-C Survey at Saidpur, Islamabad

Level / Area	Level - I (Basic Level)						Level II (Middle Level)					
	I.1	Format	Utilization	I.2	Format	Utilization	II.1	Format	Utilization	II.2	Format	Utilization
Socio-Economic	Community organization for betterment	Puppet show with pamphlets	Community centre and school	Women and their role in community development	Video film & information sheets	Behbud centre	Community resources identification & development	Poster & flip charts	Community Ctr/School	Government resources & skill training	Books, instructional materials	Individual level at home
Educational	People's participation in improvement of school programme	Film & Picture story	Community centre and school	Participation of religious leaders	Posters and booklet	Mosque	Importance of girl education	Book/Film	Behbud	Importance of education for betterment of whole community	Gaems, pamphlet	School/Individual
Health & environmental	Improvement of water supply	Audio-Tape	Individual	Personal hygiene	Photo novella	Individual	Diseases related to lack of sanitation e.g. Malaria	Poster	Community Centre/Houses	Responsible parent hood	Booklet	Individual

Note: Level 1: illiterate adults & children Level II: Neo-literate & dropouts

During the two days work on material development on 7th and 9th the group constantly checked each sub-group's work so that the two scenarios converged the major theme of community development. The details of each group's work is as follows:

Title **Our Lovely Village**

Media: - A puppet show
- Pamphlets

Aims: To enable the audiance to understand community problems/needs and ways to solve them.

Objectives:

a. Make the community understand the needs i.e., transports, water, health, income, electricity, awareness about education etc. and organize community members to solve them.

b. Inculcate the spirit of co-operation to solve the community problems and encourage people to contribute to community development.

c. List some specific steps for forming a village bank and a cooperative for better life.

Target Audiance:

1. Women and female children.
2. School children, teachers, parents, local leaders and village people.

Venue: - Behbood centre for female.
- School for children, teachers and male.

Our Lovely Village

Characters:

Women	(A)	35 years
Male puppet	(A)	40 years
Male puppet	(B)	20 years
Male puppet	(C)	
Female	(B)	18 years
Female	(C)	45 years
Female	(D)	20 years
Naseem Begum		20 years
Boy puppet		10 years
Girl puppet		13 years
Goat		

Scenario:

Village Saidpur is beautiful, very beautiful. People live in houses but they don't possess any land. This is a lovely village let us see what is happening here?
Let us visit the village. (On the screen there are many puppets)

Male puppet(A) Oh Oh, I wish there was some transport arrangement for this village. Every day I come home late because of this. Every day my wife nags me and my children are neglected.

Female puppet(A) I am tired. Every day I bring water for drinking and washing from such a long distance. I have to carry water on my head.

Male puppet We have diseases but no health centre. I almost died of Malaria last year - Oh Oh!

Female puppet I work so hard but I have so little money. What can I do? Do you have some suggestions...?

Male puppet We do not have electricity. In summer we suffer so much because of this?

Girpuppet We want to go to school but my parents don't allow me. I want to learn how to read and write. How...how...?

Boy puppet I go to school but my school is very crowded. Some times we have to sit in the open.

Cow Ba Ba Ba - I am bored no place to play - no green grass to eat Ba Ba Ba

All the puppets are complaining. Then one female puppejt says - "All of us are suffering because of one or the other problem." We cannot solve them alone. But if we join we can solve these problems.

Male puppet(A) But what can we do?

Female puppet(B) We will work togather. We will form a group.

Male puppet(A) But women should not join it. If they do then we will not join.

Cow I will also join - I will also join - I can work hard for community development - Ba Ba Ba

Female puppet(C) This idea is stupied - I will not join the group - group - huh.

Another female puppet(C) You don't join but we will form group. Come every body who wants to join.

Female puppet(B) Why not? You should join every ones participation is necessary. You know so many people who are working in CDA office. You can go and talk to the authorities.

Female puppet(C) No, I do not want to run after authorities.

Female puppet(B) Why not? Some of your running can do good to the community. It is worth it.

Female puppet(C) Ok, I will think over and discuss at home.

One of the puppets	Few puppets join in a group then one puppet says we should select our leader. Naseem Begun will be our group leader. She knows how to read and write. She can communicate with people very easily.
All the puppets	Yes, she will be our leader.
Naseem Begum	Thank you. But we need many things for our development. Our first need is a meeting place and money.
Female puppet(A)	I have some money. This I collected by selling milk, please keep it.
Another Female puppet(B)	You take this. I collected this by doing embroidery at Behbud Centre.
One man(B)	I saved it out of my over time work, please take it.
Another women(D)	Oh! I will teach you how to prepare toys out of waste material. Then we will sell them and earn money.
Naseem Begun	I can train you in cutting and tailoring.
Man(B)	I can train people how to repair electric appliances. Even women can learn this.
Boy	You cannot do much without reading and writing. I can teach you literacy.
Female puppet(B)	It is all right. But where we will do these activities.

(All the puppets look at each other)

Male puppet(C)	I will give you a portion of my house. You can sit under a tree and work.
Another man(B)	Then after work we will make a room. I am a Maison, I will do it on my own.
Children	Oh, yes, we will also help you.
Goat	Oh, yes, I will also help. (Does some funny action)

All the time people who were in opposition and were peeping from distance also come and join.

They say, we are sorry, now we know we can do many things if we join hands. We also want to joint the group.

All of them dance together and sing.

Our Own Sources are Valuable (A song)

Characters: Girl (sister) singing a song adressing to her elder brother

Community Organization

My dear brother call the elders (knowledgeable) of the village.
Our own resources are valuable.

We have to construct a small bridge on that side.
We have to construct a road on this side.
We have to construct a bypass on the torrent on this side.

My dear brother call the elders of the village.
Our own resources are valuable.

We are waiting for safe water since long.
Why should construct a mini-dam on the stream.
God should help us solve the village problems.

My dear brother call the elders of the village.
Our own resources are valuable.

We need a school for boys and girls.
We want a dispensary in the village.
Working together is the best pirnciple.

My dear brother call the elders of the village.
Our own resources are valuable.

We need electricity let us join together to get it.
We should get the help of our leader and elders for it.
Let us get together and go to the office of WAPDA to get it.

My dear brother call the elders of the village.
Our own resources are valuable.

We are one and the same there is no stranger among us.
We will succeed with God's help if we work together.
There is well-being of every one of us in common development.

My dear brother call the elders of the village.
Our own resources are valuable.

Title: My School, My Dream

Media : 'Kamishibai' or a picture story telling

Aim : To make the community understand the needs for improvement in existing school environment with the help of community. For motivation and promotion of education.

Objectives:

a. Indicate the importance of need to improve the existing school environment.

b. Suggest some ways and means to improve the situation in and around the school.

c. Inculate the spirit of co-operation among community people so that they will be able to take some steps to solve day-to-day problems.

Target
Audiance : - School children of 4th/5th classes
- School teachers
- Parents/local leaders/villagers

Venue: School premises

Text/Scenario:

1. My name is Rani. I am 10 years old. I was born in Saidpur village. I live with my family. I have five brothers and three sisters.

2. I like to play in the school play ground. And I can run faster than my friends. One day I was playing at the play ground. I hit the stone and injured my leg.

3. Ouch'
(Crying)

My leg is paining. Pain. My leg is paining because of the stone.
(crying)

4. When my elder brother Utra was coming to school. He also fell down and injured seriously.

5. Why?

6. Because of the broken step near the school. In my village there are many places like this. I don't like them and I don't know what to do.

7. Do you know?

8. Now I am very happy because my elder brother and my friends have removed the stone, of course me too!

9. My father has repaired the broken steps near the school and other places. And after that we don't have any more accidents. There is a cooperation among the people in my village.

10. I like to study very much. My teacher is keen in teaching. I like him very much. Because my teacher is very kind and helpful and use many interesting learning materials.

11. For example.

12. I am a student studying in this school.

I want to become a teacher in this school when I grow up.

I am working hard to complete my education, but I don't like one thing in this school. The class rooms are too small and crowded. All other students also say that the class rooms are too crowded. Last night, I told this to my father and mother also.

13. Today my father discussed this problem with other parents of my friends. All of them discussed with other parents. They all felt that there is less space in the school for use. The parent got together and went to the school and met the teachers.

14. My teacher said yes, yes, we have sympathy with the children.

The school is small and students are more. My father said.

But what can we do for the improvement of the school.

We are poor people.

My mother said "Oh", "no" we can do a lot if we cooperate.

Let us call the meeting of all parents. All parents and teachers agreed to call the meeting of village elders.

15. Village leaders also join for this task, one village leader also said, "Children are dear to me. Better school environment is very much needed for better education. When I was a child, I could not learn reading and writing successfully. But now I realize its importance."

One old lady said, "I also can't read and write and do calculation while shopping." "I also feel that education of our children is most important."
Other villagers/women said, "We do not agree with you." "It is very difficult to expand the building. The land is not ours."

My mother/father again said, "Let us join together and consult our leaders to solve the problems. If we cooperative and get united we can do something even may be small."

16. (Loud voice)
"Yes, yes, we all agree that education is key to success." "We can solve space problem with the co-operation of each other, though it is very difficult."

"Let us go to education authorities to ask for more space."

Finally, the education authorities agreed to build a new school.

"But it will take time to have a new building. Why not should we do something to improve this building also?"

"Yes, yes, we must join and work together. Although I am very young (only 10 years) but I want to work for my school. Would you also join me?"

Field Testing Tool

Title of material : _____
Format of Material: _____

Areas	Very much	Ade-quate-ly	Needs improve-ment
1. Theme:			
1) Relevancy			
2) Appropriateness			
3) Interesting			
2. Language			
3. Format			
1) Culturaly accepted			
2) Interesting			
3) Illustrations attractive			
4) Illustrations understood			
4. Technical quality of material			
1) Presentation is attractive			
2) Synchronization between dialogue and action			
3) Music appreciated			
4) Puppets were liked			

Report of the Field Testing of the Materials

Group C reached the village around 11 a.m. on the 11th November, 1991 for field testing of the materials. The group went to Behbood Centre. There were hundred forty to hundred fifty women and children assembled. Before the presentation a brief explanation of the purpose of the visit and an introduction to the materials were made. After we set up the stage for the picture story Mrs. Nishat Farooq, a resource person for the workshop from India, made the presentation. Since more children as audience arrived after the presentation had begun the group thought it appropriate to ask Mr. Rana Ghulam Muhammad, another resource person from Pakistan to repeat the picture story once more. A poster was used to provide a visual summary of the suggested activities for overcoming the problems. A brief discussion followed the picture story shows.

The group then put up the puppet show. Some of the ladies from the Ministry of Education and local participants provided the sound dialogue while all the participants presented the puppet action. One of the presenters explained how much information could be derived from two pamphlets on village bank and cooperative.

The group then went to the local primary school. The headmaster agreed to present the picture story. The audience in the school consisted of some hundred school children and a few male members of the community. A discussion followed the show which was conducted by one of the local resource persons.

The group then broke for lunch. It was a good opportunity for the participants to talk to some of the community members over lunch. Some of the women members opened up and shared their views on their problems and the suggestion made in the shows.

Group C returned to the hotel to discuss the field testing of the materials produced by the group. The field testing tool on the previous page was used as a basis for the discussion. The following is the analysis report as discussed.

Puppet Show

Puppet show couldn't be performed very efficiently in the field because performers were mostly foreigners and they did not know the local language. However, following observations were made:

1. Before starting the show, puppets should introduce themselves.

2. Instead of starting the show with the song there should be simple narration.

3. The most important input in the puppet play is music.

The music was missing and the dialogues were also not synchronizing with the action of puppets. So it is suggested that the commentary with the music should be taped before hand and performers should practice with the commentary before the actual show.)

4. It was suggested that too many puppets should not appear on the screen at one time.

5. It was found that before this performance nobody in the community had seen the performance of puppets. They enjoyed the show although there were many technical deficiencies in the show. It is found to be a very strong medium to convey the message. Through this media, very difficult and ticklish situation can be presented very easily without offending anybody. While group was analyzing the findings it was suggested by that for motivational purpose or to convey messages puppets can be used very easily. When many artists are not available, even a motivator or instructor can develop very simple story himself/herself and can perform the show with two puppets or even only one puppet. Puppets can talk to the audience, who could anser the question and become part of the show. Then the audience will not be passive listeners

and there will be two way communication.

6. Women liked the story but they said, "We will be able to solve the problems with our own cooperation but our leaders are creating problems for us. They do not want us to become self-reliant". But through discussion, they came to the conclusion that they can do many things if proper guidance is provided to them. Group C has prepared two pamphlets, one on "Rural Bank" and other on "Cooperative Formation". Unfortunately, the group was not able to translate it into Urdu. So Mr. Rana explained to them about those pamphlets. Women thought it could be of great help. Of course, we could not test the language difficulty, etc.

Despite all the short comings the audience seemed to have picked up the message. The thrust of the puppet show was on encouraging some community development actions by the community members. It was evident from our informal discussion with the community members that they have been made aware of their problems and that they see a distant hope if they unitedly approach these problems.

Kamishibai (Picture Story)

This is the first time when in the regional workshop our main target audience are school children for a material - especially girls, that is why heroine in the story is a small girl. The main objective behind this is that small children will grow into adults. If they are not given proper education and learning environment they may drop out or they may neglect education. The other reason for selecting school children as target audience is that it is easier to take message to the parents through children.

The story for the Kamishibai was found to be quite a real life problem in the community. Many children narrated similar experiences of having fallen and got injured while playing on the ground. While we were doing our field survey one of our group members slipped in the stream because of stone. We thought that we can create strong impact if it is based on actual situation. While field testing this point was confirmed because many children said that they had slipped because of stones and broken steps in the school.

This was a new audio-visual material. In the field people liked it very much. It is a material which could be used for two-way communication, because if performer is speaking and audience are just listening, they loose interest. It was suggested in the group that after every five cards there should be some discussion so that audience feel involved.

Commentary sometimes became very lengthy. It was suggested either the script should be reduced or some more picture cards be added. It was suggested that keeping in view the cost factor some alternations be made with text/script and some features be added to the pictures such as adding a few more figures in the classroom scene to show crowdedness.

In the pictures and the script it is shown that both male and female members of community join together. Women felt that this was not possible because the male members of the community will not allow them to participate. They insisted that this show should be performed in front of male audience also. However group C feels that the script on illustrations should not be changed because this was a great motivating factor for women. May be it can play a major role in turning the status of women. It was suggested by the group that where we are showing women and men together some more elderly male members should be shown.

The group felt that the stage for the picture story was not appropriate. A black board stand with some card-board and paper pasted on it proved to rather flimsy and bulky to carry it around. A more durable and portable version was thought to be more appropriate.

Even when the show was over children were very curious. They wanted to see and touch the pictures again and again. It was felt that it will be a good idea if after the show the cards could be pasted on the wall of the school and left for a few days.

Show was performed three times in the community. First time, Mrs. Nishat Farooq from India performed it then Mr. Rana from Pakistan and third show was performed by the headmaster of the primary school. This is an example of how technique transfer from one place to another - from regional level to country level and then to local level. People also liked it. Although show was performed for three times most of them kept sitting through all the three shows. For girls it was getting very late and teachers wanted them to leave but they refused.

Some members in the group felt that there were quite a lot of disruptive elements while the presentation was being made:

(1) some people were arriving in (2) some children stood up (3) many unusual faces distracted the audience.

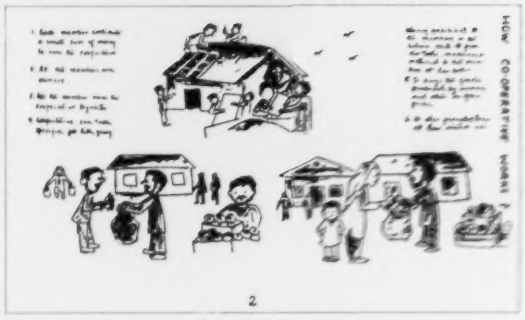
But members also thought that it was only natural to have such disturbances. The members thought that it was after all a relaxing atmosphere and we could in no way expect mothers to come without their children. Entertainment was an important motivation for the audience.

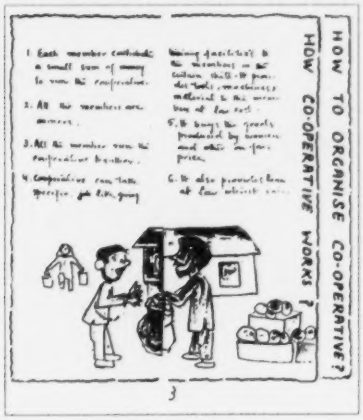
(Note: Some sample visual representations of the materials are attached in the following pages.)

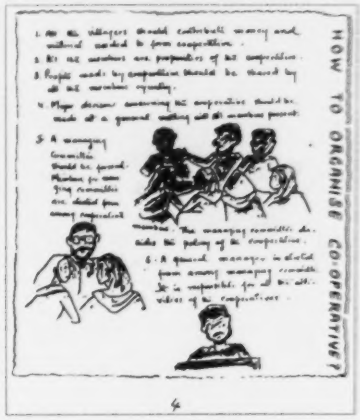
My Lovely Village (Puppet play)

Cooperative Formation
(Pamphlet-Supplementary material)

HOW TO ORGANISE CO-OPERATIVE?
HOW CO-OPERATIVE WORKS ?
CO-OPERATIVE FOR BETTER LIFE
There are many problems in the village. Most of them cannot be solved by a single person. To overcome these problems it is important that every body work together. When many people work together for same cause it is known as co-operative.







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My school
My dream

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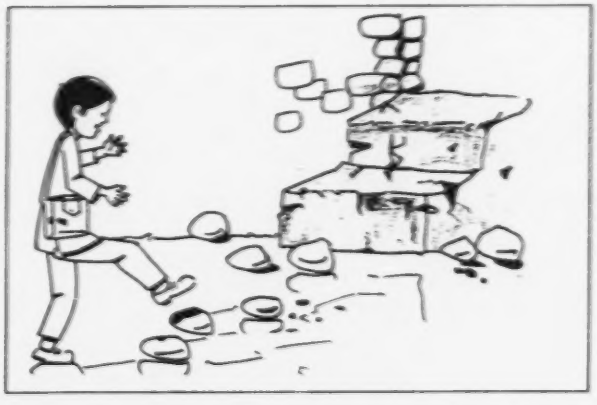
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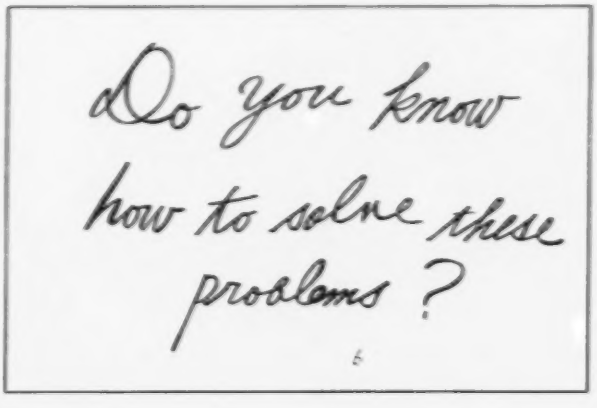
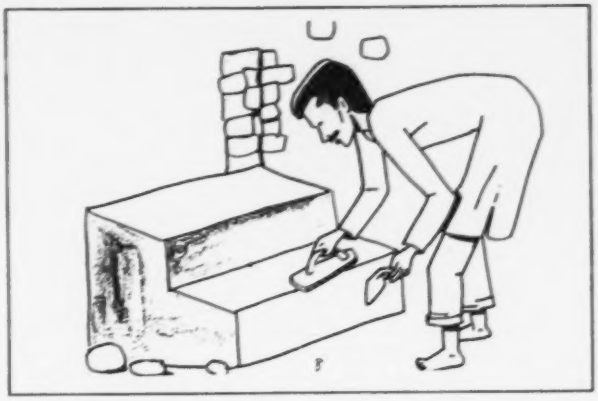

Do you know
how to solve these
problems ?
6



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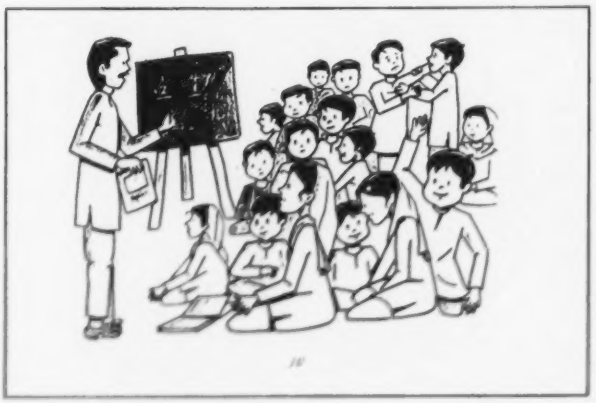

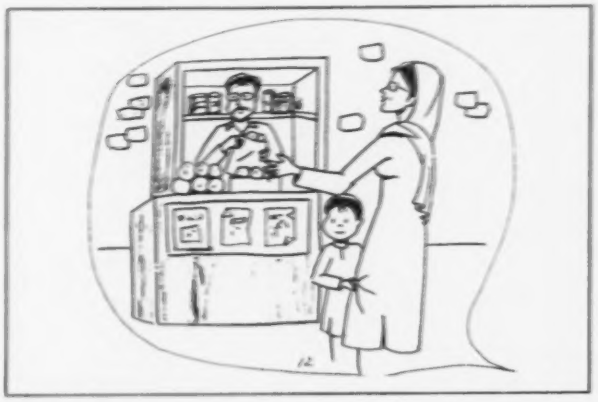

Let's Improve Our School Programme
(Poster)

CHAPTER II

Paper Presentation

1. Resource Person's Paper
2. Unesco Report
3. ACCU Report
4. Country Report

1. Resource Person's Paper

How to Develop Literacy Follow-up Materials for Women and Disadvantaged Population - Pakistan Experience

Rana Ghulam Mohammad
Principal
Local Government Training Institute
Lalamusa

The principal objective of this regional workshop is to develop the audio-visual literacy follow-up materials for women and other disadvantaged population in Asia and the Pacific.

Before developing literacy follow-up materials, it is important to identify the disadvantaged population in addition to the women in our country. Disadvantaged population means those persons who do not have access to the basic needs, like education, health and nutrition, sanitary facilities, drinking water, housing facility, adequate clothing, risk coverage, etc.

Illiteracy is a major impediment to the development and well-being of women in the Asia-Pacific region. About 62.3% of the world's illiterate women population live in this region. Women suffer from multiple handicaps: they represent half of the world's population, do two thirds of the work, but receive only one tenth of the total income. In most countries of the world, women suffer from chronic malnutrition. They work for 10-12 hours a day. They are deprived of education and training in developing countries.

In Pakistan, according to 1981 census, total population is 84 million out of this 48% are female and 72% of these female live in rural areas. Population living in rural areas is 72% of the total population. The literacy ratio of females (10 years and above) is 16% and for male, the figure is 35%. The agriculture sector fetches 50% of the labour force. Low female participation rate in income earning is the major characteristic of almost all Muslim countries, because in almost all the developing countries, "Man" is known as the "bread winner" while the "Women" is defined as the house keeper component of the society.

Now, I discuss the brief efforts made in Pakistan for development of women, and disadvantaged persons through follow-up materials.

Performance of Formal System at Premary Level in Pakistan

There are lot of deficiencies in this education system. About 40% of the children do not have access to education. Primary education facilities are available to only 60% of the children in the age group of 5 to 9 years. Primary schools lack physical facilities; about 29,000 primary schools have no buildings and 16,000 schools have only one classroom.

Rural primary schools are beset with a shortage of trained and qualified female teachers and teacher absenteeism is high in rural areas, enrollment of girl is about one third of that of boys. Lack of proper school mapping has made it difficult to identify the right locations for opening of new primary school. The curriculum is mostly urban-oriented and is not relevant to the daily life of the children. About 40% of the children enrolled in primary schools drop out before completing the five year cycle. About 40% do not have access to primary education.

This challenge can only be met through non-formal education.

Non-Formal Programmes in Pakistan

There are three types of literacy material available in Pakistan:

a) Literacy materials for illiterates
b) Post-literacy materials for neo-literates.
c) Special education for disabled & reiterated children.

In Pakistan, different government and non-government organizations like Literacy and Mass Education Commission, National Farm Guide Trust of Pakistan, University of Agriculture, Faisalabad, Pakistan Girls Guide Association, Pakistan Agriculture Research Council, Adult Education Directorate, Government of the Punjab, Adult Basic Education Society Gujranwala, Social Welfare Department of the Ministry of Health, Social Welfare and Special Education Government of Pakistan, and Allama Iqbal Open University are engaged in non-formal literacy programmes.

Major Problem/Needs of Women

Rural Pakistan, the slum area; and the tribal areas, where most of the women disadvantaged population live are mostly dominated by the males. Main occupation in rural, slums and tribal areas is related to agriculture, labour and cattle breeding respectively.

No doubt to takle the problems of women through functional literacy and civic education the contents should increasingly be raised on their problems and needs which are summarized as below:

Problems/Needs	Proposed Material On
Related to individual and family.	
Inadequate knowledge relating to health & family life.	
a) Health	- Understanding, physiological and psychological make up of women - Child care - Nutrition

b) Ignorance about family life, i.e.	- Spacing children - Responsible parenthood - Basic information about parenthood - Division of work in family members - Labour saving devices, - Early marriage
Lack of Health & sanitation facilities	- Knowledge about water and sanitation improvement - Insect/pest control - Preventive measures, - Health services & facilities

1. Illiteracy:

- Lack of awareness about the importance of women education/ literacy	- Consciousness/awareness raising material
- Lack of education facilities for girls	- Organizing the community to solve such problems.
- Women roles as home maker, wife, mother, child rearer and health provider	- Encourage non-traditional roles also - Material about successful roles
- Lack of confidence among women	- Understanding oneself - Ones potential - Managing oneself - Articulation of needs - Ability to raise questions related to women's existing conditions
- Abandonment of women, violence against women, physical abuse	- Organization of women groups to fight social evils
- Major decisions made by men/ fathers etc.	- Education about the equality of women in the light of laws and religion

2. Community Problems:

a) Socio-cultural resistance to women's development	- Scientific facts about women's everyday life through mass media
b) Lack of organization	- Organization of women groups to think and find solution to their problems

3. Socio-Political and Cultural Problems

- Lack of awareness of laws, programmes & facilities	- Material through mass media
- Non-availability of laws in simple language	- Material through mass media

4. Economic Problems

- Poverty	
- Limited access to economic opportunity for women	- Information about economic generation activities - Skill training - Improvement of existing skill - Business management - Cottage industries - Credit facilities - Self employment and group enterprises, etc.
- Replacement by machines	- Training in operation machines used by the families

Steps of Developing Materials

The first step in development and production of materials for such group is to collect and analyze the data covering to problems and needs of the target group. It is necessary because when such materials are delivered to the learners, they will enable them to improve their quality of life. Materials so far produced should help them in solving their problems, therefore the materials should be objective and problem oriented. Following steps be kept in mind while preparing the materials.

- Identification of problems/needs of target group.
- Selection and prioritization of problems and needs.
- Draft writing
- Field testing
- Revision
- Mass production

Follow-up Materials - Types

Through our past experience, I will propose that following kind of materials can be produced and used to provide knowledge, skill and to change the attitudes of the learners.

a) Audio-visual
   - Transparencies
   - Slides and strips
   - Video-tapes
   - Cassettes

b) Working modules

c) Existing facilities for demonstration

d) Printed mateirals
   - Books
   - Pamphlets
   - Flip charts
   - Newspapers
   - Leaflets
   - Wallnews papers
   - Posters
   - Flash cards

These above mentioned materials, audio-visual techniques, are also required for another most disadvantaged group of the population, i.e. disabled population (above 10 years). At present, serious efforts have been made only for disabled children (below 10 years).

Essential and Important Points on Development of Literacy Follow-up Materials for Women and other Disadvantaged Population, Field Survey, Preparation, Field Testing and Evaluation of Materials

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State Resource Centre
Jamia Millia Islamia
New Delhi
INDIA

While preparing post-literacy materials the goals of post-literacy programme should be considered very carefully. Although print material is a must during post-literacy stage, yet it is not correct to say that post-literacy programme equals with print material. The post-literacy activities have to be as wide as audio-visual aids, folk media, electronic media, etc. Every media can be selected for material. There are certain steps which material producers follow while preparing post-literacy material.

Field Survey:

The first step in development or production of materials is to collect and analyze the data concerning the problems of the target group through field survey. Before starting the survey following things should be considered carefully.

a. Survey objective should be clearly identified. Decide upon survey content in detail before beginning the survey itself.

b. Clearly identify target group.

c. Clearly identify survey methods.

d. Who will carry out the survey.

e. Planning for compilation of data to get necessary information.

Selection of Theme:

The results of surveys should be correctly analyzed to select the theme or topic of the material to be prepared. Priorities should be based on the degree of urgency and importance of each issue to be addressed. Along with community need post-literacy material producer should understand national needs. They must have a sensitivity for priorities among those social needs and select the topic keeping these needs and priorities in view.

Selection of Format:

Format of material depends upon the following:

1. Format of the material depends on the content of the particular material to be produced.

2. Needs and literacy level of target group.

3. Location and condition in which materials are to be used.

4. Method of application of the format and their clarification. A format which has complicated method of application or does not clearly and simply convey the intended message, should be avoided.

5. Production cost and process and means by which the materials are to be produced.

Selection of Content:

A lot can be said on any topic. A writer should know how much to select for his/her particular material. At the same time, he or she must learn to define the content of the book through which the objectives earlier defined would be fulfilled.

Writer should define level of content for neo-literate very carefully. Adult can deal very complex ideas with comparative case, however, they don't have the oratorical and conceptual abilities of highly educated persons. Therefore decision about the level of content must be made with a lot of forethought.

The writer should know his audience/reader fully. He/she should choose some typical readers in typical community and should study their aspirations, their norms, their knowledge of the usefulness of the topic. He should know what the potential reader wants to know about the topic and what are their misconception about it. What are the words and idioms they do use to deal with particular aspect of the topic of their interest.

The content should be relevant to real life situations of learners and should consider the cultural background of the learners.

Treatment of Subject Matter (style of writing):

Content and objectives of a particular material decides to a large extent, the treatment that should be given to a material. If a writer's objective is motivation, most probably he will select the drama style of writing to emotionalize the message. The simple narrative would not do that. On the other hand if intention is just to give information or to teach skill for accomplishing a task, the writer will select simple narrative style of writing. However, even complex ideas or information can be conveyed in a pleasant captivating manner.

Content Arrangement:

After deciding the topic, level of content and style of writing for the whole content is divided into parts. At this stage sections and chapters are decided. Mostly it depends on the choice of writer. However, writer should follow a scientific approach. Following have been suggested as four general rules for making a good outline.

1. Include every main point that is required by the topic.

2. Leave out points that suggests a different topic.

3. Divide each main point into sub-point that belong to it.

4. Make sure that all the main points are of equal importance and all sub-points are equal in importance and all points or sub-points are in the right order.

Illustrations:

Script preparation and illustration should proceed together. Role of illustration is very important in a neo-literacy material. It may reinforce the learning or it may explain many things, e.g. illustrations may along with text, play a complimentary role, mainly for beginners. In the material for higher level of learners text with complimentary illustration may be better.

Choose type of illustration to fit the topic. Illustration should be attractive, interesting and enjoyable. Use simple and clear illustrations which represent content accurately. Illustration should be recognizable by learners. It should conform to the learners surrounding and should be accepted by the learners.

Ensure that the text and illustration match and amplify each other. Along illustration photographs can also be used.

Pretesting:

Following various steps outlined earlier a writer can prepare a manuscript to our satisfaction. However, it may not, necessarily be a manuscript to the satisfaction of our readers. Therefore, the material should be tried out in the field with the potential learners before printing. This is to get an idea whether the material is being understood and enjoyed by the learners.

Prepare a model material corresponding to the final product. If it is a book make many copies and take it to the potential learner. Make contact with prospective instructors for field testing. Prepare an instructor's manual. In the manual give, objectives, method of application of material, its anticipated effect and follow-up very clearly.

Revision of Draft Material:

Analyze the survey result. Take the help of writer and illustrator to improve the material. Organize a meeting of writer, editor and illustrator for this purpose.

Evaluation:

Evaluation is an integral part of the programme. After evaluation we can find out if material needs any changes or modifications to serve the purpose for which it was produced. Evaluation could be of two type:

1. Formative Evaluation

   It should take place along with the implementation of the programme and decision for improvement can take place during the implementation of programme. This can result in certain important changes.

2. Summative evaluation

   It is done at the conclusion of the programme.

   More often evaluation is considered to be a business of research experts and a technical activity. But it is not so. There are some very basic tools and techniques of evaluation. Some of them are as follows:

a) Pre and post test of learners.
b) Evaluation through reaction forms supplied at the post literacy centres.
c) Evaluation through daily activity record of incharge of post-literacy.
d) Interview with selected persons from target group.
e) Interview with incharge of reading centres.
f) Periodical and terminal evaluation of learning out come.
g) Interview with organizers and planners.

Writing for Women:

While writing for women it should be kept in mind that their special needs must not be neglected. Their information needs and entertainment needs are no less important than needs of men. This means that women's needs should be studied carefully and projected.

It has been observed that mostly existing material tends to portray stereo-typed role of women. Such distorted image should be rectified. Further more, conscious efforts should be made to design materials that portray women in their productive role rather than in reproductive role.

Also material would have to be developed to enable women to question, to analyze to move for action. In short we can say that special material would have to be developed so that women feel more confident to their existential reality and are equipped with information that would enable them to take decisions in their own interest.

Importance of Application of Simple and Practical Science Knowledge into Literacy Follow-up Material
(Summary of the Presentation)

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Literacy is the key that opens the door to further knowledge and professional growth. However, attracting illiterates for the acquisition of durable literacy skills requires lots of patience and hard work. It is generally agreed that literacy is confronted with:

1. The problem of re-lapse
2. The problem of retention
3. The problem of continuation
4. Its limited role for application for development

The negative effects of the above problems can be reduced if the knowledge content of literacy packages are related to the learners environments. If the learners are able to find for themselves the answers to "what", "how" and "why" certain changes in their immediate environments take place or can develop appreciation and competence in analyzing problems and arriving at alternate solutions to their problems, the learning could become more interesting and meaningful. The inculcation and development of the above attitudes practically fall in the domain of science.

The modern age is the age of Science and Technology. Every individual in his/her daily life comes across with numerous applications of scientific facts, principles or processes. To quote some examples related to the real life situation, it is important to know the daily pursuits of the unfortunate, disadvantaged illiterate groups.

The problem of illiteracy is generally confined to the third world countries who are the producers of raw materials. Majority of the population in these countries live in rural areas or urban slums. The rural areas are generally characterized by large families, high illiteracy rates, low agricultural yields, small land holdings, under employed farm labour, poverty, disease and poor living conditions.

Simple and basic knowledge of scientified concepts applicable to their daily routine work or situations could bring transformation in their lives and create urge for further education. To prove the point, examples of some simple applications of scientific knowledge related to the real life situations confronting the rural population or urban slums are detailed below:

1. The farmers know that plants do not grow in saline or water logged soils. However, by planting rice the soil can be reclaimed. We know that except rice, plants take nitrogen from the soil in the form of nitrates. Rice takes nitrogen in the form of ammonia. Under water- logged conditions, nitrogen in the soil is changed to ammonia. Further increase in the concentration of sodium and potassium salts make the soil saline. In water logged soils these salts are drained down the soil and the soil is reclaimed.

2. Canal system is the main source of irrigation in Pakistan. Any obstacles in the water channel (e.g. grass) will decrease the flow of water. Further, in case the field is uneven, it will take longer for watering the crop. Knowledge about this would help the farmers in the maximum utilization of their share of water.

3. To retain soil fertility, fertilizers are used. The agricultural extension agents generally advocate the use of chemical fertilizers. Chemical fertilizers provide nutrients only to the crop standing in the field. The soils are gradually losing their fertility. There is a need to educate the farmers on the use of organic fertilizers. Further, when ammonium fertilizers are added to a saline soil, ammonia escapes to the atmosphere. This results in the wastage, as nitrogen present in the fertilizer is not available to the crop.

4. Accidents happen in the use of insecticides and pesticides for the preservation of food grains and protection of plants as some farmers do not observe precautionery measures. Awareness about the handling and use of insecticides/pesticides can save many lives.

5. In summer, some villagers sleep under the trees during the night. As a result of decrease in the percentage of oxygen in the air, they experience difficulty in breathing. They attribute it to the presence of some evil spirit on the tree. There is a need to educate neo-literates that plants during the night consume oxygen and give out carbon dioxide. The percentage of oxygen in the air thus decreases and the person sleeping under the tree feel difficulty in breathing, as human beings also consume oxygen.

6. Because of small land holdings, the farmers are generally under utilized. They can spend their spare time gainfully and increase their income if they can be taught skills like small scale poultry farming, honey bee farming, mushroom growing or cultivation of crops which can fetch more income.

7. The houses of some people in the rural areas or those living in urban slums are not properly ventilated. In winter, they keep the doors and windows shut and burn fuel to keep the room warm. Very frequently we read stories in the news papers of deaths on this account. There is a need to educate the neo-literates that we get oxygen from the air for breathing. Burning, also consumes oxygen. Thus the percentage of oxygen in the air in the room decreases. If the doors and windows of the room are shut, fresh air cannot enter the room. This will eventually cause suffocation and ultimately

death.

8. Rural people generally get drinking water from the wells. They draw water from the well with the help of a bucket and a string. Although, same amount of force is spent in pulling the bucket with or without the use of a pully, the direction of force makes the work easier. It is easier to draw water from the well by using a pully than without it.

9. Electricity has now reached many villages and urban slums. To avoid accidents, the people need to be educated in the safe handling and maintenance of house hold electric appliances.

10. Health facilities are generally not available to rural people. There is a need to educate them on preventive health measures so that they do no get ill frequently.

In addition to the above, material on some more topics such as balanced diet, keeping the environments clean, preventing soil erosion, etc. could also be prepared.

How to Develop Effective Follow-up Material

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Nepal

Constraints

There are common realization among the institutions and individuals involved in the field of education that there is the dearth of effective literacy follow-up materials in the region. Some of the major reasons are due to:

- Lack of specific programme policy at the national level.
- Lack of field level mechanism to supply post-literacy materials.
- Lack of ad hoc efforts in the production and distribution.
- Lack of co-ordination among the agencies involved in the development and production.
- Lack of national infrastructure/mechanism with trained manpower to develop, produce and implement.
- Lack of financial resources for the development and production of literacy follow-up materials.
- Lack of documentation of materials that have been prdouced in the country.
- Lack of concrete follow-up course to support the basic literacy training.
- No innovation and dessemination of A-V materials.

Why Literacy Follow-up Materials?

Here are a few examples of justifications why we do need to provide follow-up literacy materials to the post-literates.

- Retention of acquired literacy skills.
- Acquire specific knowledge to improve the way of life.
- Continuing education.
- Provide additional skills to facilitate in better way in the day to day life.

During the Process We May Consider Following Main Points

- Situation analysis, strategies, and action plan in the national context.

- Rationale in national context. Subject to availability of liberty of providing LFM at national and state and district level.

- Objective.

- Expected out put of different level.

  - Individual level
  - Community level
  - National level

- Carrier programme.

  - Structured
  - Unstructured

Process of Development and Production of Literacy Follow-up Materials

Formation of Literacy Follow-up Material Team

- Government/NGO representative - for organization input

- Subjects matter specialist - for technical input

- Media expert/designer - for effective impact

- Writers/illustrators - for content and visualization input

- Trainer/supervisor - for teacher-field level experience input

Need Assignment

- Felt need (as felt by target audience: community)

- Observed need (as felt by the outsider)

- Observed need and felt need (by the community and outsiders)

- Research (KAP)

Analysis by new participatory method (NP method)

Identification of Target Audience

Policy level: For the sensitization on the issue.
To generate policy dicisions.
For resource mobilizations.

Managerial level: To manage/implement/monitor literacy follow-up activities

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Trainer/
Supervisor
level : Training/monitoring/implementation of literacy follow-up activities.

Teacher/
Facilitator
level : Change agent/mobilization.

Beneficiaries : Beginner level
Middle level
Self-training level

Selection of Media/Format

Printed material (booklet, poster, games)
Audio-visual (radio, video, slide show)

Identification of Format

Objective of each formats. Whether it is printed format, or A-V materials

Concept of the Format

Ideas (on what subject)
Analysis of back ground information
Identification of the target audience

Text

Writing short story on brief story out line.
Inventing key slogan
Text and illustrates co-relation

Visualization

Composition/story board
Development of characters (key actors)
Development of scenario
Illustration

Typography

Layout (text & illustration)
Editing
Dummy
Common ready art work

Production of Prototype

Instructions for use

Pretest

Need based worry

Revision

Production
Distribution
Impact evaluation

Production
Distribution
Impact evaluation

2. Unesco Report

LITERACY AND POST-LITERACY CURRICULUM DEVELOPMENT

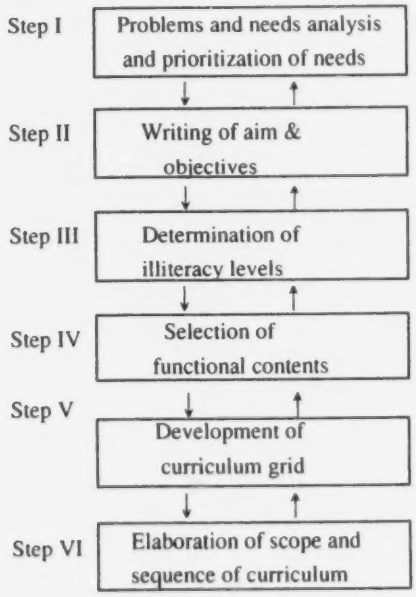
T.M. Sakya
Ecucational Adviser
Unesco/PROAP

The ATLP Basic Literacy Curriculum

In developing a literacy training curriculum for illiterate adults ATLP advocates the application of a systems approach which follows the classical steps of curriculum development. These steps involve:

- Analysis of need
- Statement of aims and objectives
- Selection and sequence of contents
- Design of teaching methods
- Design of procedures for assessing learning
- Design of procedures for programme evaluation

Steps of Curriculum Development



ATLP Volume one is on the development of curriculum. The volume has given an illustration on curriculum for literacy. The example is given below:

(a) **The Aims and Objectives of the ATLP Curriculum**

Aim:

To instill knowledge, skills and attitudes in reading, writing and numeracy based on the needs and problems of the clientele. To raise awareness concerning the causes and actively participate in their personal development and the development of the society and to improve their quality of life.

Objectives:

After completing the programme, the learners should be able to:

1. Speak their language clearly and easily;
2. Read materials necessary for the improvement of their daily life;
3. Express their ideas in writing and be able to share them with others;
4. Solve simple numerical calculations;
5. Demonstrate positive attitudes towards acquiring knowledge and skills in reading, writing and numeracy;
6. Demonstrate an ability to identify the problems faced by the individual and his or her community;
7. Demonstrate positive values towards personal development and the development of the society;
8. Actively participate in the socio-economic and cultural activities of the community;
9. Continue to learn on their own.

(b) Functional Knowledge

Four major categories of functional knowledge were identified. These were seen as key categories of concepts meeting basic needs. The four categories are:

1. Family life
2. Economics and income
3. Health
4. Civic consciousness

Within each of these categories six major topic areas were identified, which are perceived by most countries in Asia and the Pacific to be important areas of social concern requiring raised consciousness on the part of all citizens.

(c) Levels of Literacy

The ATLP curriculum carefully defines levels of literacy in terms of stages of development. Three levels have been defined and the competencies for Level I are set out below as an example.

1. Basic Level (Level I)

   a. Target Group

      i) Adults who have never been to school or who have dropped out of school before acquiring literacy skills
      ii) Adults unable to read and write simple words, paragraphs or any other type of written statement without the help of a teacher.

   b. Requirements of Level I

      When adults have completed this level they should have mastered the following skills:

Reading	Writing	Numeracy	Other
Read newspaper headlines and sub-headings	Write one name and address	Count and recognize figures 1-1000	Communicate clearly
Read and understand posters	Communicate in writing using simple language	Add and subtract up to 3 digits	Use literacy skills in daily life
Read and understand simple printed paragraphs	Write simple letters	Understand the principles of simple addision, subtraction, multiplication and division	
Read and recognize figures 1-1000	Write numerical numbers 1-1000		

ATLP recognizes that the development of literacy skills with adults is slow at first and then proceeds more quickly as training proceeds. It was therefore, decided to divide the first stage into three sub-stages; the second into two sub-stages and the third into one.

(d) Development of a Curriculum Grid

In organizing functional content and levels of literacy skill in a teaching sequence ATLP has prepared a content grid with levels of literacy shown horizontally and the four major areas of functional knowledge shown vertically. This establishes a grid of 24 cells in a teaching sequence 1 to 24 as shown below.

Scope of Training Manuals						
Levels / *Content Areas*	*Level I (Basic Level)*			*Level II (Middle Level)*		*Level III (Self-Learning Level)*
	I.1	*I.2*	*I.3*	*II.1*	*II.2*	*III*
A. Family Life	IA.1 1 Family Members, Their Roles & Responsibilities	IA.2 5 Supplementing Family Income	IA.3 9 Extra Money for the Family	IIA.1 13 Family Needs & Budgeting	IIA.2 17 Family Customs and Traditions	IIIA 21 Responsible Parenthood
B. Economics and Income	IB.1 2 Work and Income	IB.2 6 Daily Savings	IB.3 10 Improved Agriculture	IIB.1 14 Home Gardening	IIB.2 18 Village Co-operatives	IIIB 22 Entrepreneurship
C. Health	IC.1 3 Food, Water & Nutrition	IC.2 7 Health Family	IC.3 11 Common Diseases	IIC.1 15 Health Problems	IIC.2 19 Community Health	IIIC 23 Health Services
D. Civic Consciousness	ID.1 4 Rights and Duties	ID.2 8 People's Participation in Development & Cleanliness	ID.3 12 Our Forests	IID.1 16 Our Culture	IID.2 20 All People Are Equal	IIID 24 My Country

The Curriculum Grid - The functional content of 24 literacy training manuals arranged as a teaching sequence in a curriculum grid.

Each horizontal row of cells represents one of the broad areas of functional knowledge. Each of the six sub-topics of each broad area of functional knowledge is given in one cell. The areas of knowledge are arranged in a logical teaching order both horizontally and vertically.

Because there are four major areas of functional content and three levels of literacy skill and because the time allocation is in the ratio of 3:2:1 from level to level, it is possible to arrange the sequence of 24 cells or modular units/manuals in a curriculum grid.

The functional concepts to be developed at each level of the teaching sequence can now be elaborated. The scope and contents of each manual is given in some detail. For each manual, the scope is defined as follows:

1. Lesson number in the sequence of 24;
2. Manual code in terms of its curriculum grid co-ordinate;
3. Main area of functional content;
4. Specific area of functional content;
5. A list of the main functional concepts;
6. A brief list of literacy skills;
7. A brief comment on using these skills in practice.

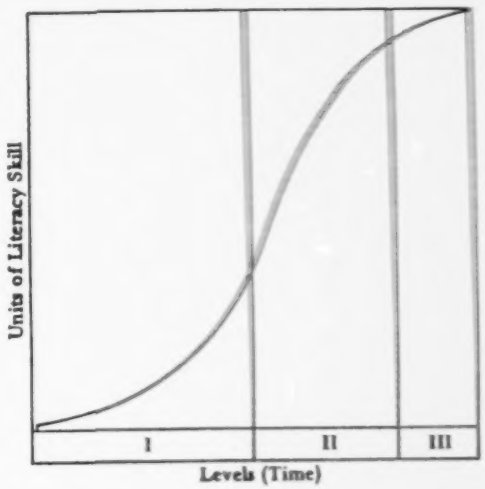
In interpreting the overall curriculum, it is important to keep in mind that it represents a statement of the minimum requirements for a literacy training curriculum of about 200 contact hours. Each cell represents a graded step in development.

(e) The Spiral Structure of the Curriculum

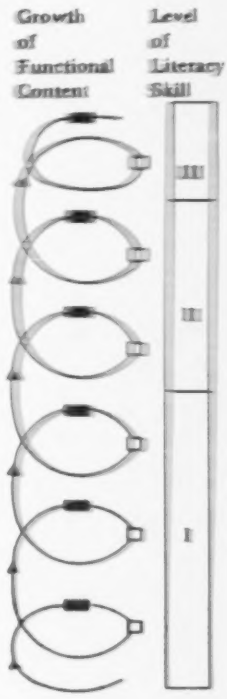
Literacy competency grows as an expanding network of interrelated skills and concepts. As literacy skills grow, the understanding of functional knowledge can broaden and deepen. As functional knowledge broadens and deepens, literacy skills are enhanced.

The ATLP exemplar literacy training curriculum caters for these inter-relationships in the following way. There is steady growth of literacy skill across the levels defined by the curriculum. This growth can be illustrated by an S-shaped growth curve. This growth line represents a general trend in the expansion of the complex semantic network. As this semantic network becomes more firmly established, that is, as literacy skills improve. Learners have a chance to reconsider in greater depth, those functional areas of knowledge that were introduced more simply at an earlier stage when literacy skills were less well-developed. The spiral shown in the figure below the growth curve indicates how functional concepts develop as they are "revisited" from level to level of the curriculum.

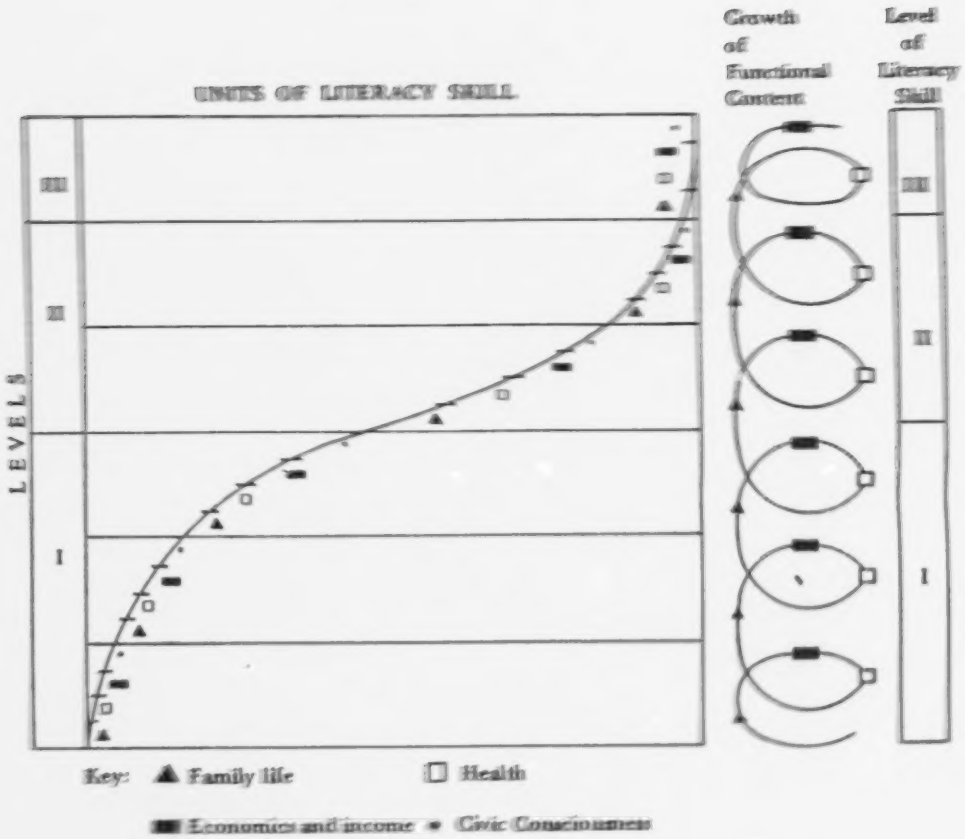
The third figure shows the relationship between the growth of literacy skills and functional knowledge in the APPEAL exemplar curriculum. Because the spiral growth of functional knowledge increases as learners proceed from lower to higher levels of literacy skill, this growth is shown vertically like a spiral staircase. To relate this to the simultaneous growth in the skills of actual reading, writing and numeracy the S-shaped curve showing the growth of literacy skill has been turned on its side.



Literacy skills improve over time like the growth of a population.



The spiral growth of functional knowledge in the APPEAL exemplar literacy training curriculum. The symbols represent areas of functional knowledge, which are each considered at six levels of increasing sophistication as literacy skills grow.



An effective literacy training curriculum caters to the S-shaped growth of literacy skills and the concentric growth of functional knowledge. Functional knowledge is the vehicle for developing literacy skill and vice versa.

(f) Curriculum as an Exemplar

As stated at the beginning, the ATLP curriculum is only an exemplar. Each country in Asia and the Pacific should develop its own curriculum based on its national goals and local needs. While developing their own curriculum, member countries can study the exemplar curriculum presented in ATLP, understand its underlying principles and apply them to local circumstances. Because the approach is based on collective experiences of the Region's training experts, Member States can have confidence in the validity of the approach. The curriculum plan also provides a framework for the development of training manuals for literacy personnel.

The ATLP-CE Post-Literacy Curriculum

(a) Post-Literacy as an Extension of ATLP

After the successful introduction of ATLP at the Regional and National levels through 1988 and 1989, the Member States started to express their wish to develop detailed manuals for the development of curriculum, strategies and delivery systems for continuing education. Therefore, the Planning Meeting for Training Activities of 1990 held in the Hua Hin, Thailand on 16-23 April 1990, developed an overall framework for producing a series of manuals for different types and aspects of continuing education. At a Unesco Technical Working Group Meeting held at Jomtien, Thailand, 14-24 August 1991, a framework for a post-literacy curriculum was developed as draft. The draft is being revised and validated. The draft curriculum is presented in the pages that follows.

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(b) Curriculum Framework

In order to satisfy the criteria for an effective post-literacy programme outlined above the following approach of curriculum 999 is suggested.

1. A systems approach is advocated with defined inputs, processes and outputs.

   a) In terms of initial INPUT it is assumed that adults will enter the programme after attaining basic literacy standards of the Unesco ATLP literacy curriculum level III – the self-learning level, or its equivalent.

2. This approach can be shown in a diagram which relates content categories to levels of post-literacy achievement. Such a diagram is given in Figure 2.2

ENTER	Category	Competency Level 1		Competency Level 2		Competency Level 3		LEAVE WITH
		1a	1b	2a	2b	3a	3b	
with competencies of ATLP LEVEL 3 See page 31 Vol. I ATLP	I. Fiction	I.1a	I.1b	I.2a	I.2b	I.3a	I.3b	. Respect for objectivity . Able to interpret complex patterns . Tolerance for ambiguity . Broad views . Willingness to seek complexity . Socio-economic awareness
	II. Biography	II.1a	II.1b	II.2a	II.2b	II.3a	II.3b	
	III. Civics/values	III.1a	III.1b	III.2a	III.2b	III.3a	III.3b	
	IV. Functional	IIV.1a	IIV.1b	IIV.2a	IIV.2b	IIV.3a	IIV.3b	
	V. Culture	V.1a	V.1b	V.2a	V.2b	V.3a	V.3b	

A curriculum framework for a posjt-literacy programme. For explanation see text.

3. The learning processes are organized in three levels of competency.

   Competency level 1
   Competency level 2
   Competency level 3

These levels of competency should not be confused with grade levels as in formal education or within a structured programme of adult literacy such as ATLP levels 1, 2 and 3. A post-literacy programme can be thought of as an extension of the ATLP basic literacy curriculum.

The "levels" within a post-literacy curriculum represent steps in achieving those competencies necessary to lead to autonomy of learning and a willingness to continue life-long learning. They are technical in terms of reading, writing and numeracy but also involve development of more general mental competencies necessary for advanced learning. Subject matter can also be graded in terms of increased complexity.

The overall purpose of the graded steps however, is to facilitate smoothly phased development of general educational competencies.

(c) Post-Literacy Standards

The following table summarizes standards of achievement to be attained by the end of competency levels 1, 2 and 3 of the post-literacy curriculum. Four categories of standards are provided. These are:

1. Reading skills;
2. Writing skills;
3. Numeracy skills;
4. General mental skills.

Following the table general comments are provided on each category.

Table 2.1: Standards for Post-Literacy Levels

	Competency Level 1	Competency Level 2	Competency Level 3
Reading Skills			
Words	Small known words	6-10% new words	10% + new words
Sentence length	8 words	10 words	12 words
Paragraph length	80 words	100 words	120 words
Total words	500 - 1,000	1,000 - 4,000	4,000 +
Number of pages	16 - 20	20 - 24	24 +
Writing Skills			
Format	Personal or business letter	Short essay	A report
	Simple story	Short story	Longer story
	Personal biography	Biography of a friend	Biography of famous person
	Letter to newspaper article	Short article for newspaper	Longer article for newspaper
	Notes for a short talk	Notes for speech	Script for speech
Structure	Three paragraphs	Five paragraphs	More than five paragraphs
	Simple language	More complex language	Advanced language
	Simple tables and graphic presentations	More complex tables and graphic presentations	Analysis and interpretation of complex tables and graphics
Function	Basic communication of simple ideas	Communication of more advanced ideas	Communication of complex ideas
	Simple expression of original ideas	Expression of more complex original ideas	Creative/ imaginative writing
Numeracy Skills			
Arithmetical skills	Consolidation of Level 3 of ATLP Basic Literacy Programme numerals	Use of calculators and mathematical tables for larger	Use of computer or other more complex calculating machine
Graphs, tables and geometric figures	Drawing and interpreting simple examples	Comparing and analyzing more complex examples	Formulating plan of action based on more advanced examples
General Mental Skills			
1. Vocabulary building	Good knowledge and use of vocabulary in newspapers and popular magazines	Effective use of dictionary and other word lists	Adequate use of a specific technical vocabulary
2. Building general knowledge	Read and intelligently discuss a range of items in daily newspapers	Carry out group discussions of current affairs and social issues	Make effective use of libraries to research a topic of personal interest

	Competency Level 1	Competency Level 2	Competency Level 3
3. Establishing mental schemes	Look back at past experiences and use them to build new ideas about the present	Plan a scheme to implement solutions to a problem	Build a view in the mind of a new area involving several concepts
4. Critical reasoning	Identify critical points of an issue	Distinguish between fact and opinion	Critically respond to a set of facts and opinions
5. Problem solving	Identify and solve simple problems relating to personal and community life	Use available resource to solve personal / social problems	Evaluate alternative solutions to complex problems

Important Note:
In interpreting Table 2.1 the reading skills given in the first lines of the table should be regarded of pre-conditions for the standards specified in the other sections of the Table. That is the competency levels required in writing, numeracy and general mental skills will depend upon the defined reading standards for each competency level.

The following additional points should be stressed in regard to the standards.

1. They are indicators only. In post-literacy it is more difficult to define standards in terms of clearly stated competencies. Scanning vertically down the individual columns of the complete table, gives an adequate indication of what should be achieved at each level.

2. Each country or educational system would wish to determine its own reading, writing and numeracy standards according to circumstances and needs, and based to an extent on the characteristics of its national and local languages.

3. The categories of general mental skill, however those which post-literacy experts such as R.L. Venesky, C.F. Kaostle, and A.M. Sum of the Educational Testing Service in the United States believe to be essential if literacy skills are to be consolidated and individuals are to develop to be true autonomous learners willing to accept responsibility for their own continued life long learning. Individual countries and educational systems, are therefore encouraged to retain these general categories of mental skill as listed in the first column of Table 2.1. They may wish of course, to define the standards to be achieved within each area of mental skill according to their own needs.

(d) The Content Categories

Five categories of content are proposed for the exemplar curriculum. It is stressed that content areas would be selected by each Member States according to its needs and circumstances. The categories shown in Figure 2.2 are as follows:

1. Fiction. This means imaginative stories about dramatic episodes, romance, crime, adventure mysteries, science fiction and so on which people like to read for pure entertainment and pleasure. In a post-literacy programme, however, such fictional stories may also convey educational messages. Experienced post-literacy workers report that stories about real life, family romance and adventure are very popular. They can therefore be useful vehicles for conveying socially relevant messages and leading to writing and other activities.

2. Biography. Neo-literates also like to read about famous people especially religious and moral leaders, political leaders, famous artists and writers and other well-known people. Biographies are also useful vehicles for conveying important educational messages and can lead to interesting and challenging follow-up activities.

3. Civics and values. By this category is mainly meant the agreed codes of behaviour on which societal well-being is based. It also includes a treatment of important political, economic and other social issues. This area provides many opportunities in the areas of writing and numeracy and in social action.

4. Functional Knowledge. This is intended as a broad category dealing with broad skills such as vocational skill, health, income generation, population, family and so on. It is intended as a vehicle for broadening general knowledge and for improving life skills.

5. Culture. Literature, music, drama, art, history and language are expressions of a nations ethos and overall identity. They should have a major place in any programme of post-literacy since they help to develop a sense of national pride and so focus attention on the needs of society as a whole.

In each category it is assumed that there would be some materials which are mainly for reading, some concerned mainly with numeracy while others would focus in developing writing skills. All would be concerned with developing the general mental skills necessary for success in post-literacy learning such as vocabulary building, critical thinking and problem solving.

(e) The Contents of Each Cell in the Curriculum Framework

Each cell of the post-literacy curriculum framework should include materials developed at the levels defined in a standards table of the type shown in Table 2.1. An example is given below:

Example: Cell III.1b

- In areas concerned with civics and values learners should have materials to read involving common words, short sentences (average length 8 words), with paragraphs of no more than 80 words. Books or other materials should have about 16-20 pages and be no more than 500-1,000 words in length.

- Participants should be encouraged to write personal or business letters about civic issues, write simple stories with some ethical or moral messages, write about their own lives, and prepare short articles for a local newspaper on matters of local civic concern.

- In regard to numeracy they should be given an opportunity to calculate with confidence and precision numerical problems relating to day to day civic life using up to 3 digit numbers and involving all four basic arithmetical functions - addition, subtraction, multiplication and division. Materials should also be available which encourage participants to draw and interpret simple graphs, tables and geometric figures. The materials for cell III.1b should also be designed to develop those mental skills needed for effective post-literacy achievement. Newspapers and magazine articles dealing with civic affairs should be provided as a first step towards vocabulary building and to foster general knowledge. Materials should be available to encourage learners to build conceptual mental schemes about moral and ethical issues. A good start might be to include materials which challenge learners to draw on their past experiences to think in a new way about the ethical and moral problems of the present. Materials should be available which foster critical reasoning, and at this level these may involve analyzing some local or national civic issue to understand the basic principles involved. Materials in this cell should also foster problem solving. The curriculum standards suggest that at level 1 these should involve identifying and solving simple problems relating to personal and community life and for cell III.1a these should relate to civic values.

The curriculum framework therefore provides broad descriptions or specifications for the development of materials for each "point" or "cell" of the programme. Obviously all these types of educational outcomes cannot be achieved through the production of JUST ONE BOOK for each cell. This in another key difference between a post-literacy and a basic literacy curriculum.

In Post-literacy each cell should contain many resource materials.

Participants would choose from them according to need.

The materials for each cell should be varied in several ways. In the first place they should cater for local, regional and national needs. Perhaps 20% should be for national needs 60% for regional need and 20% for local needs. Also a range of media could be produced for each cell. While the core of the materials would be in the form of books or booklets (perhaps 80%) there could be other formats such as video programmes, wall newspapers, posters, audio-taped programmes, games and so on.

(f) Learning Sequence

The learning sequence in a post-literacy curriculum of the type proposed in Figure 2.2 is more flexible than for the more carefully structured steps required for a basic literacy programme. See Unesco's ATLP series Volume I. Participants may begin in any category; fiction, biography, civics and values, functional knowledge or culture. That is there is no pre-determined vertical sequence. Participants may not need to cover all the materials in any cell, in fact it is highly unlikely that they would need to cover more than a small percentage of the materials available. They would choose according to their needs and interests.

Each participant, however, should include all five categories of learning in his or her programme, but should be free to move from category to category according to personal preference. Each should check that the standards of reading, writing, numeracy and general mental skills defined for each competency level are being achieved. Work on level 2 materials should not begin until the participant is fully confident that the standards of level 1 have been attained, and he or she should not move on to level 3 until the standards of level 2 have been attained.

The curriculum is designed to be used by individuals for self-study, to be used by informal learning groups or to be part of a structured and time-tabled post-literacy programme led by a trained post-literacy facilitator or presenter. If given as part of a time-tabled programme then the number of contact hours required to achieve the standards of each level may need to be defined these could be say:

	Hours
Competency Level 1	50
Competency Level 2	100
Competency Level 3	100
	250

The competencies at post-literacy level 1 are mainly a consolidation of the competencies of ATLP level 3 (ATLP, Volume I) the number of contact hours needed for their achievement may be less for the other levels of competency.

This assumption is based on the idea that the time-tabled meetings would be to provide orientation, give guidelines for individual work and check on individual progress. Each participant, however, should work more or less at his or her own pace. An important role of the facilitator would be to determine whether or not a learner is ready to proceed to the next level of the programme.

(g) Exemplar Planner Only

It is important to stress that the curriculum framework proposed in the figure is not intended as a model to be copied by Member States. It is an exemplar only and is designed as a planning framework. The numbers of levels, the standards for each level and the number and scope of the content categories can be varied according to circumstances and need. Similarly a decision whether or not to subdivide levels will be made according to categories and characteristics of participants and the scope and complexity of the subject matter selected.

Purpose and General Outcomes

In developing a circular for a post-literacy programme the main purpose of the programme should be kept in mind. This purpose is highlighted below:

> **Post-literacy programmes for adults as components of continuing education are intended to consolidate basic literacy skills and prepare for self-motivated effective life-long learning.**

The curriculum should contain those elements which will achieve this purpose. These include technical competencies of reading, writing and calculation which give individuals full control over their learning and enable them to proceed at more advanced levels in any area of their interest or need. More basically, however the curriculum should promote those general mental skills needed for enriched learning. These include a wide vocabulary, a build-up of general knowledge, the ability to construct conceptual schemes in the mind, the ability to reason critically and skills in solving problems, especially those problems which touch on daily living. These types of outcomes can be built in to the curriculum and should be specifically expressed in the learning materials.

There is however, another class of outcomes. An effective post-literacy curriculum should be more than just the sum of its parts. It should aim to develop a whole person who is an autonomous individual in control of his or her own life and who perceives and responds to the need for life-long learning.

Reference to Figure 2.2 shows that the ultimate goal of post-literacy programmes is to develop a person who has the following learning styles.

- Respect for objectivity. Willingness to suspend judgement until evidence is available and an avoidance of bias, prejudice or special pleading.

- Ability to interpret complex patterns. Skill in observing, analysing, synthesizing and evaluating the many factors involved in complex personal social and professional situations and to act rationally on the data available.

- Tolerence for ambiquity. To be tolerant of differences between individuals and groups, between apparently conflicting value systems and between contrasting views of the world.

- Broadened view. To see issues in broad rather than narrow contexts. To judge situations not only from a narrow provincial or local perspective but to see them in a broader context covering a wide variety of situations needs and concerns. In particular to be sensitive and responsive to the needs and views of others.

- Willingness to seek complexity. For truly effective learning individuals should be challenged by and indeed fascinated by complexity and seek it out for study and investigation. Without this challenge individuals may seek and adopt over simplified views of the world and of their personal identity.

- Awareness of socio-economic issues. In countries where post-literacy programmes are in the context of rapid socio-economic change, it is important for individuals to relate their learning to the socio-economic situations of their local, regional, national and international environment. They should see learning as a tool for human resource development in the best sense of that term.

In designing and implementing a curriculum for post-literacy, therefore, these aspects of personnel development should be kept in mind. There should be a general emphasis throughout the materials at all competency levels and in all categories of subject matter which is intended to foster these characteristics. This is probably the central challenge for those designing programmes in this new area.

Development of a Post-Literacy Curriculum during the Sixth Sub-Regional Workshop

Introduction

Using the framework provided in Unit II part B above participations were invited to work in groups to prepare a post-literacy curriculum. The final outcomes of their deliberates are given in group reports. The following additional information and activities were provided to help participants in this task.

a) The Need for the Post-Literacy

It was explained that the situation in regard to post-literacy programmes in the Region is relatively weak. Most post-literacy programmes in the region have the following features:

1. ad-hoc random,
2. not based on defined competencies,
3. levels not defined,
4. standards not clear,
5. relationship of functional knowledge and more advanced literacy skills were not clear,
6. goals or outcomes of the programme were not defined.

These trends were identified from an informal survey from reading country reports and by other means.

The curriculum framework for post-literacy follows on from Unesco ATLP: literacy curriculum - level III. The reading skills, writing skills, numeracy skills and general mental skills for each competency level were explained to the participants.

b) Characteristics of Adults

Any continuing education programme, including post-literacy programmes should take into account the characteristics of adults. In a plenary session held on Monday 2 September the characteristics listed in pages 27-30 of volume 4 of the ATLP series were reviewed. This list is reproduced below:

Adult learners are/have

1. Capable of self-direction;
2. Strong view of self.
3. Rich in experience.
4. Can choose for themselves.
5. Problem centred rather than subject centred.
6. Have immediate as well as long term needs, want to apply new knowledge and skills.
7. Have dignity.
8. Busy people with many commitments.

After that, each country group discussed among themselves. Other characteristics of adult learners were identified. They added following characteristics:

1. Good memory (only in Mongolia).
2. Good at observation.
3. Family responsibilities.
4. Clearer understanding.
5. Creative rather than imitative.
6. Forget easily.
7. More pragmatic approach.
8. More tolerance and patience.
9. Different issues for men and women.
10. Interpret according to own interest.
11. Reluctance to study.
12. Can plan, forecast and predict.

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3. ACCU Report

ACCU's Regional Cooperative Literacy Programmes in Asia and the Pacific - Literacy Materials Development and Personnel Training -

1. Introduction

The Asian Cultural Centre for Unesco (ACCU) was established in 1971 aiming to promote mutual understanding and cultural co-operation among peoples of Asia and the Pacific by preserving and promoting culture, developing books and literacy in the region, in line with Unesco.

ACCU carries out Asian/Pacific regional co-operative programmes in the field of literacy, book development and culture in co-operation with Member States in the region and Unesco.

In recent years, literacy programmes have come to the most important ones.

2. Contents of ACCU's Literacy Programmes

ACCU literacy programmes are being conducted, mainly in the following two fields, since 1980 in full co-operation with the participating countries in Asia and the Pacific, and with substantial co-operation of the Unesco Headquarters and the Unesco Principal Regional Office for Asia and the Pacific (PROAP).

1) Development of materials for neo-literates

2) Training of experts on development of materials for neo-literates

The participating countries in these programmes are as follows (17 countries):

Afghanistan, Bangladesh, Bhutan, China, India, Indonesia, Iran, Laos, Malaysia, Maldives, Mongolia, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand and Vietnam

3. Development of Materials for Neo-literates

1) Asian/Pacific Joint Production of Prototype Materials for Neo-literates (AJP)

AJP prototype materials (English) are produced by cooperative effort of experts of the participating countries in the region, with the contents closely related to improvement of quality of life based on the needs and problems gained through field survry in rural areas. AJP prototypes are completed through several field tests in villages in the region to make them effective with easily understandable explanation and attractive expression.

The prototypes are produced in English and distributed to the participating countries.

To date 41 kinds of prototypes have been produced.
(See the next list)

2) National versions adapted from AJP prototype materials

The participating countries are expected to produce their national versions from among the AJP prototypes, giving necessary modifications to illustrations and texts, according to the needs and situations of each country.

More than 100 kinds of such national versions have so far been produced in 16 languages of following 13 countries.

Afghanistan, Bangladesh, China, India, Indonesia, Laos, Malaysia, Maldives, Nepal, Papua New Guinea, Philippines, Thailand and Vietnam

In order to facilitate mass-production of the national versions of AJP prototypes, ACCU has been providing each participating country with a set of positive films for colour printing and the financial assistance at its request.

4. Training of Experts on Development of Materials for Neo-Literates

ACCU has been carrying out the following two programmes for training of experts on development of literacy materials in the region:

- Organization of Regional Workshop on Preparation of Literacy Follow-up Materials
- Sending an International Team of Experts of Development of Materials for Neo-Literates to the National Workshop in the Member States

1) Organization of Regional Workshop on the Preparation of Literacy Follow-up Materials

To date 173 experts have been trained in the Regional Workshops

1st Regional Workshop	1983	Japan and the Philippines 12 countries, 24 participants
2nd Regional Workshop	1984	Thailand 11 countries, 24 participants
3rd Regional Workshop	1985	Japan 11 countries, 18 participants
4th Regional Workshop	1986	Indonesia 7 countries, 16 participants

Literacy follow-up materials so far produced under Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP materials) (1981-1991)

Format / Category	Booklet	Poster	Game	Audio-visual	Total
1. Health-1 Sanitation		- Sanitation - Everyone's Water - Charcoal Water Filter - Let's Wipe out Worms - Let's Make the Home Clean		- Pit Latrines for a Clean Village (picture story-telling)	6
2. Health-2 Nutrition	- Baby's Food - Mari & the Festival - Let's Eat Vegetables -		- A Balanced Diet (rotating piegraph) - Nutrition (card game)		4
3. Production	- Grow Mushroom - Raising Chickens - Bamboo Handicraft - More Income by Tree Planting	- Home Gardening - Tree Planting	- Let's Plant Trees (step by step game)	- Poultry for Additional Income (slide kit)	8
4. Science	- Use of Gas from Daily Wastes - Fish Need a Lot of Oxyger	- Do you know Numbers? - Let's Safely Use Electricity - How to Improve the Well System			5
5. Culture			- Around Asia and the Pacific (sugoroku) - Animal Sugoroku - Proverb Card Game		3
6. Social and General	- The Life of Water - Cooperative for Better Life - Useful & Simple Knowledge for Everyday Living - Why Literacy for Women	- Let's Read - The River and Us - Public Pollution inside Bus	- Building up a Happy Community (sugoroku game) - Let's Repair our Village Road (endless strip) - Good Use of Water(jigsaw) - Women's Literacy(box puzzle)	- Water in Everyday Life (slide kit) - Let's Form a Cooperative (cassette drama/ radio programme) - Water in Everyday Life (video) - Save the Village (puppet)	15
Total	12	13	10	6	41

5th Regional Workshop	1987	India 10 countries, 18 participants
6th Regional Workshop	1988	Malaysia 13 countries, 22 participants
7th Regional Workshop	1989	Nepal 12 countries, 27 participants
8th Regional Workshop	1990	Thailand 12 countries, 24 participants
TOTAL:		13 countries, 173 participants

2) Sending an International Team of Experts of Development of Materials for Neo-Literates to the National Workship in the Member States

To 1st National Workshop	1986	Nepal 36 participants
To 2nd National Workshop	1986	Indonesia 30 participants
To 3rd National Workshop	1987	China 34 participants
To 4th National Workshop	1988	Vietnam 25 participants
To 5th National Workshop	1989	Pakistan 33 participants
To 6th National workshop	1990	Malaysia 28 participants
TOTAL:		186 participants

5. Other programmes.

1) Co-production of the picture book "Guess What I'm Doing!" with Unesco on the occasion of the International Literacy Year

(So far 10 kinds of the national versions of the ILY picture book has been published and more than 50 kinds of the national versions are now under process of production.)

2) Co-production of "Guidebook for Development and Production of Materials for Neo-Literates"

(Revised version is to be published in 1991.)

3) Production of "Selection from Literacy Materials in Asia and the Pacific"

4) Awarding of ACCU Prizes for Fully Illustrated Literacy Follow-up Materials

First - 1987, Second - 1989
(The Third ACCU Prizes will start in 1991 followed by the jury meeting in 1992.)

5) Holding 15th Photo Contest in Asia and the Pacific (1990) titled "Education for All"

(The traveling photo exhibition will start in 1991 in which the photo panels of the prize-winning works are to be presented at the request of the participating countries.)

Analysis and Identification of Problems and Needs of the Villages
- by NP Method (New Participatory Method)

1. Introduction

This is a kind of method for the data analysis and identification of needs and problems of all levels on the topic comprehensively after a village survey.

This method helps participants to analyze the village data easily and practically. This method of collecting and analyzing field data is called 'New Participatory Method (NP Method)'. This method has been used in the earlier Regional/National Workshops.

2. Procedure

(1) Participants are divided into groups of about 10 people in each group.

(2) After coming back from the field survey in the village, each group discuss problems and needs in the village related with various topics freely for about 20/25 minutes, without referring to any materials, so that they have some idea on the issues in the village. At this stage all members should limit their talking time to within 2 to 3 minutes each.

(3) After the discussion, each member in the group writes most crucial problems and needs in the village on 10 or more slips of paper. Only one item should be written on one slip. About 20 minutes is given for writing. Each item should be written in:

a) Simple language and in short sentences;
b) Clear and practical content;
c) Easily understood by everyone

(4) After every participant in a group has finished writing, each person reads out what he/she has written in the group in turn and others listen to the content of the items for categorizing the slips. The slips are then grouped according to their similarity and pasted on a large sheet of paper and circled.

(5) The content of all items in a circle are summarized into a sentence. The sentence should be written down on the top of each category. At the same time the number of slips in one circle can be written for priority the

needs and problems identified. Thus, a data map on problems and needs in the village can be made. Through this method, it is possible to identify easily and practically the problems and needs with priority and to relate them into action for solution.

(6) Based on the data map on problems and needs, you can follow same procedure for the solutions for identified needs and problems and then practical actions for solutions.

3. Necessary materials for NP Method (for one group)

(1) Large sheet of paper (200 cm x 100 cm)
(2) Small slips of paper (at least 10 pieces x number of group members)
(3) Cluster and scotch tape
(4) Markers in three colours (for writng summary, etc.)
(5) Pencils or ball-point pens

4. Country Report

BANGLADESH

Introduction

Bangladesh became independent on the 16 December, 1971. The country has a population of approximately 111 million having a territory of 144,000 square kilometers of deltaic flood prone land. With per capita income of about US$170, it is one of the poorest nations of the world. It is bounded by India on the North, East and West. There is also a small boundary in the North-West.

About 85% of the people live in rural areas. On account of the fast growth of population (increasing at about 2.3 percent per year) and the coming of age of a significant proportion of the increasing population, the absolute number of illiterates increased from 40 to 60 million in recent years. The country is blessed with lingustic and cultural homogeneity and technically underdeveloped.

Status of Women in Bangladesh

An overwhelming majority of women in Bangladesh are illiterate, malnourished, poor and deprived. By tradition and cultural norms, women enjoy much lower status compared to men. The discrimination in the treatment of male and female starts at birth and continues through the different phases of life. Gender inequality is established through socio-economic inequality and distribution of authority and assets between sexes as determined by the family organization and stratification of society. Even within the same socio-economic class, women are worse off than men in nutrition, health, education and social status and the gap is widening over time. The burden of endemic poverty, widespread malnutrition, illiteracy and deprivation of socio-economic rights are falling heavy on the shoulders of women.

Women have a shorter life expectancy than men, their nutritional intake has decreased and as a consquence incidence of chronic, long-term malnutrition is higher for women. Compared to 30 percent male literacy rate, the female has only 16 percent literacy. Though the Bangladesh constitution embodies the fundament rights of women and forbids any form of discrimination on the basis of sex, women's legal position has remained weaker compared to men. The situation is exacerbated by women's lack of access to legal assistance although several laws have been amended in recent times to provide women with further protection and improved legal status.

However, as in other developing countries, women's contribution to the economy has largely remained unrecognized and unaccounted for. Consequently their access to essential necessary to overcome gender specific constraints to remunerative employment and better quality of life have been denied. Since an overwhelming large proportion of women live below poverty line, they are being deprived of health and educational opportunities on the one hand and their potentials remained unutilized for national development purposes on the other hand.

Literacy in Bangladesh

In Bangladesh as in other developing countries a literate society is seen as an important condition for achieving country's developmental objectives of nation building. Illiteracy is a nationwide mass problem. At the time, Bangladesh attained liberation on 1971 nearly 80 percent of her population was illiterate. As can be seen from the Table 1 below despite efforts to attain rapid growth in primary and secondary education output, the last population census conducted in 1981 revealed that 77.9 percent of the population in 5+ age were still illiterate.

Table 1 Literacy Percentages for Different Census Years

Year	Percentage on the basis on the population 5 years and above	Percentage on the basis of total population
1951	18.9	16.4
1961	20.8	17.6
1974	24.27	20.2
1981	26.2	22.1

The segmental dimension of the problem as in evident from the Table 2 below, is rendered even more serious.

Table 2 Sex Disparity in Literacy Rates (in 5 and above age grp.) 1961-1981

Areas	1961			1974			1981		
	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes
Rual	29.0	9.1	19.4	30.6	13.2	22.2	33.7	14.7	24.1
Urban	59.1	32.1	48.1	54.0	33.8	45.4	49.2	26.8	29.0
All areas	30.8	10.1	20.9	32.9	14.8	24.3	35.4	16.4	26.2

The marked disparity is found as between men and women, with female literacy lagging well behind particularly in rural areas where vast majority of country's population lives and works.

The most disturbing aspect of the situation is the fact that while the percentage of illiterates showed a trend of slow decline, owing to demographic and an interplay of hoards of other factors, the absolute number had increased over the years as can be clearly noticed from the Table 3 and Table 4 which follow:

Table 3

Growth of Literacy Rate in Bangladesh

Year	Both Sex %	Male %	Female %	Rural %	Urban %
1974	25.8	37.2	13.2	33.4	48.1
1981	29.2	39.7	18.0	25.4	48.1
1985	33.1	43.3	22.0	N.A.	N.A.

Table 4

Illiterate by age/sex (1981 Census)
(Fig. in Million)

Age Group	Total population M	F	T	Illiterate M	F	T
11-14	6.2	5.4	11.6(a)	4.6 (74%)	4.1 (76%)	8.7 (75%)
15-34	13.1	13.2	26.31(b)	73 (56%)	10.00 (76%)	17.3 (66%)
15-44	17.3	17.00	34.4(c)	10.00 (58%)	13.4 (79%)	23.4 (68%)
45-65	6.6	5.4	12.00	4.5 (68%)	5.00 (93%)	9.5 (79%)
5+	24.00	22.5	46.5	14.5 (60%)	18.4 (82%)	32.9 (71%)

Policy and Planned Effort

During early 60's and more with the attainment of liberation, illiteracy was recognized as one of the deadly enemies to the national development. To remedy the situation, as part of a general fight against ignorance, poverty, and disease certain public and private initiatives to eradicate illiteracy were made during the First Five Year Plan and the intervening years following the liberation. Socio-economic reconstruction, natural was the first concern in planning and in the relm of education priority was accorded to the extension of primary education to children. During the 1st Five Year Plan despite with limited resources female education was given special attention particularly with the objective of turning out teachers for the primary schools. But it has negligible impact on the literacy situation.

In the process of planning for development particularly in the midst of accelerating socio-political and economic changes that took place, it was realized that social and economic development was inconceivable if the country's out-of-school youth and adult population, are not provided with basic minimal literacy skills. It was in this socio-economic matrix that the government respond the need of initiating mass education.

In the national policy envisaged in the SFYP (1980-1985), a high priority to eradication of illiteracy was placed. Illiteracy was seen as a "serious barrier to socio-economic development" and the SFYP observed "illiteracy has become the most formidable bottleneck in the modernization process. Viewed from this context, the government has decided to launch a Mass Literacy Movement to eradicate illiteracy from the soil of Bangladesh". The SFYP programme envisaged a crash programme of mass education covering about 40 million illiterates of the 10 to 45 years age group and securing participation by every able-bodied citizen of the country. It visualized an elaborate institutional arrangements for MEP outside the formal education. The SFYP looked upon mass education as complementary to broad-based primary education and stated "Universal primary education is basic to human resources development and is to be made compulsory. At the same time a major thrust is given to acceleration of expansion of facilities for women's education to reduce the educational gaps between the sexes.

An evaluation study instituted after two years of the programme is operation however revealed that the over enthusiastically launched programme though well intention, suffered from many sicknesses in its conceptualization, design of operation, and management structure. While the MEP as conceived by the Government

discontinued from 1982, efforts by some NGOs continued in a rather scattered and sporadic manner in the country.

Mass Education Programme in TFYP

The "stand-still" situation with regard to mass education programme prevailed quite for some time following the discontinuation of the scheme in 1982. Considering exceptionally high rate of illiteracy and regarding this as a major constraint to country's development, in 1987 government as a part of educational strategy decided to renew action for MEP while emphasizing need for accelerating extension of primary schools to universalize education for children below the age of 10 years. In TFYP, enrollment of girls was encouraged in primary institution. In addition in each upazila 60 leaning centres under Mass Education Programme was created and out of 60 centres 10 were reserved for women and to encourage girls, women teachers have been recruited. Even then the impact was very little.

To combat the above mentioned situation the Bangladesh Government has declared free compulsory primary education from 1st January 1992 and free education for girls up to grade 8 in the rural area which will go a long way in achieving the goals of UPE and Education for All by the year 2000. In Fourth Five Year Plan (1990-95), a larger programme is being formulated with the aim that "Education For All" by 2000 years.

Audio Visual Situation in Bangladesh

Audio/video materials are used in Bangladesh by various government and non-government organizations. The Dept. of Agriculture has produced diversified programmes which include general agriculture and home-gardening, etc.

Food-preparation, home gardening, child-care and family planning are the specific activities carried out by number of government agencies collectively towards improvement of the clientle's livelihood. Emphasis is given to education, economic social and health appeals.

Folk-Media

It is well developed and very popular in Bangladesh but it is used more for giving social message rather than promoting literacy.

Radio Programme

Radio is the most popular mass medium in Bangladesh. It is an old medium and has better access to the audience, especially a target group like neo-literates and women. Literacy through radio programmes is produced jointly with the Ministry of Information. This programme broadcast 5 days in a week both for formal and non-formal system. Besides daily in the evening a programmes for the rural people is broadcast for 30 minutes. The content areas are:

a) health and nutrition
b) agricultural information
c) economics, income, co-operates
d) civic conciousness
d) political news.

Television Programme

Although television has more impact on the public, their accessibility is still limited by financial limitations.

In television literacy programmes for neo-literates has been introduced very recently. It is not a regular feature. But planning is being done so that this programme can be broadcast 6 days in a week. The other programme as on health, nutrition, breast-feeding, child-care, agriculture are being broadcast regularly.

Production of Posters

In 1991, Government Mass Education Programme has developed 15,000 posters for creating literacy climate in the village. The other NGOs have also developed posters. The government dept. is also producing a large number of booklets, leaflets and books through which social and development messages are being given.

Several NGOs like RDS, BRAC, VERC, etc. have developed excellent materials for promoting literacy through videos and audio-cassettes.

Slides

Slides are not used very often in Bangladesh. The main reason is that projectors are not available in rural areas. This medium in mostly used in urban areas.

Film shows

In urban and rural areas films are being shown in cinema halls. It desseminate news, educational films and various information to the public and to serve as a public relation service for government development works through the showing of movies in different regions. These films are aimed to upgrade their standard of living and spend their free time profitably while at the sometime reasonable entertainment. In 1990, the government Mass Education Programme has developed audio-visual materials in population education and distributed them to the learning centres of adult education in the remote areas.

Vernacular versions of AJP Materials

The government Mass Education Programme have translated two booklets of AJP:

a) Co-operatives
b) Cleanliness

The use of electronic media in support with printed materials and supported by personnel contact are effective techniques to fight against illiteracy in developing countries.

Conclusion

Neo-literate education is vital. There is lack of appropriate post-literacy and audio-visual materials for them specially in rural areas in

Bangladesh to maintain and raise their literacy skills. Further they need information to improve their daily life. There are three main principles for literacy materials, firstly, it must be most interesting and suit the local needs. secondly, it must be clear and easy and in understanding and thirdly, it must be useful and more effective and meaningful.

BHUTAN

1. The context

(a) Geographical context

Bhutan is a Himalayan kingdom with an area of 46500 sq.km. only 9% of which is under cultivation 70% is believed to be exploitable forest area and the rest just wilderness.

The Home Affairs Cencus report estimated a population of 1,375 million with an approximate male female ratio of 51 and 49 respectively, male - 0.701 and female - 0.674 (Planning Commission - 1989).

(b) Education context

Since the launching of planned economic development in the country in 1961 education has been an area of high priority. Both quantative and qualitative education is seen as a major component of human resource development. Education sector was alloted 8.1% of the total outlay in the current plan and for the next plan it is expected to rise to over 12% of the overall national plan outlay of approximately Nu 15,000 million. (7th Policy Guideline and Instruction - July 1991).

2. Literacy as a concept

Literacy in its narrowest sense is the ability to read and write. Sometimes it is equated with the 3R's (reading, writing and arithematic). In its broadest sense it can be used as an equivalent term for education which may have the following basic aims - 3R's included:

- formation of character and development of intelligence;
- transmission and possible improvement of cultural and traditional heritage;
- development and preparation of the person to earn one's living.

The above and some other aims such as development of the whole person with all the faculties for this world and the world to come (Murphy - 1973) are what literacy must try to achieve. Axford R.W. (1969) said literacy is a means whereby an individual may be enabled to "catch up, keep up and forge ahead". This implies that literacy involves bringing both attitudinal and methodological changes. Attitudinally learning must become a life-long process and methodologically a number of organization must be involved and literacy be seen as a shared responsibility. Such literacy venture is deservedly called 'continuing education' in some countries as it concerns every person and every age. This education must inherently be practical, active, participatory and in close relation to the reality of the learners.

(a) National Status

In Bhutan the National Economic Development Plans (1961) marks the first signs of awakening consciousness for education while the National Education Policy (1984) and the sixth plan document for education sector become significant milestones opening up the possibility of many new avenues:

- non-formal education for adults,
- technical and vocational education, and
- special education for the disabled, etc.

Besides these formal programmes a growing number of organizations and agencies have started innovative work. The following are but only few of the names:

- National Women's Association of Bhutan (NWAB),
- Dzongkha Development Committee (DDC),
- Bhutan Broadcasting Service (BBS),
- Health Services Department,
- Agriculture Department,
- Animal Husbandry Department,
- Department of Works and Housing,
- Save the Children's Fund,
- Private studies under religious leaders, and
- Apprenticeship under a craft/trade master, etc.

The above organizations are conducting an increasing number of adult level programmes throughout the country. It is, however, difficult to rationalize their successes and failures. A move to co-ordinate or indeed formulate a national policy could not be made. The following figure is furnished but only as a rough indicator of the literacy situation in the country as school is only one of the agencies of education (1988 - 89):

Age	Male	Female	Total	Remarks
5-14	157,700	157,900	315,600	
Enrol-ment	34,743	20,597	55,340	
%	22.03%	13.04%	17.53%	

Of the total enrolled number of 55340 children the male/female percentage ratio is 37.22% and 62.78% in favour of male children. That is an alarming revelation as traditionally and consciously there is no discrimination against any gender in any form. There is a need for some positive discrimination in favour of the female.

(b) Problems and limitations:

The following are the major problems facing the country in the area of literacy:

- lack of trained/skilled manpower,
- financial constraints, and

- absence of a structure of literacy programme.

Lack of skilled and trained manpower is a major limitation. We require specially trained instructors and supervisory staff if our literacy programme must be successful. If we don't have trained personnels we have to train the ones we have. That involves money. Finance must, therefore, be made available. Then there is the growing number of organizations all contributing towards literacy programme but all seem to be working in isolation. A structure would look after the problem.

(c) Prospects and possibilities:

There is a growing awareness of the value of improving the level of literacy in the country. As a result of the Jomtein Declaration the Royal Government is fully committed to Universalization of Primary Education by the year 2000. Many approaches formal and non-formal will have to be employed in order to reach the goal. The Department of Education have recently adopted the community school approach to expand its out reach to the remotest corners. It is estimated considering the present momentum of expansion literacy rate for the school going age population will be 100% well before the turn of the century.

3. Conclusion

Pope Paul VI said, "literacy is the foundation-stone of self-confidence and progress. People who are literate can act for themselves". Such an insight should guide our efforts for promotion of the literacy rate in this country. Over the past few years much research has been carried out in the field of literacy and education for the disadvantaged. We should draw on the experience of these inquiries. The experiments and suggested reforms considered impossible may well be a common place reality in year 2000.

CHINA

The Situation on Women Illiteracy and Audio-Visual Literacy Materials in China

The issue of illiteracy is a major obstacle in the social and human progress as well as a major source of problems in the developing countries. The eradication of illiteracy and improvement of quality of people lies in eliminating the female illiteracy. According to statistics of 1990, the proportion of female and male illiteracy respectively reached 45% and 25.1% in the developing countries. Over the past 15 years, while the proportion of the male illiterates decreased, the female illiterates increased by a big margin. Therefore, we deem it necessary and urgent to eradicate female illiterates in literacy campaign.

I. Analysis of situation on China's female illiteracy

To advance the scientific and cultural level of 1.1 billion Chinese is an extremely arduous task and also our basic state policy. Over the past 41 years, nearly 119 million women have respectively become literates, the number of which accounts for 70% of the total neo-literate population in China. As they shake off their illiteracy cap, many women have also struggled to free themselves from the sex discrimination and prejudice, and from ignorance, poverty and backwardness. After becoming literates, the majority of women devote themselves to the extensive social activities and commodity economic activities, thus gaining the equal status with men in the field of politics, economy and family. Therefore, the women have benefited a great deal from the literacy campaign.

At present, China still has a serious problem of the illiteracy and the female illiteracy is more acute. Among the illiterates aged 15 or above, female illiterates occupy a large proportion. Eradication of women illiteracy has become China's main task in the literacy campaign. The characteristics of women illiterates in China are as follows:

1. The absolute number of women illiterates is large.

   There are 180 million illiterates in China, among which 126 million are women, making up 70% of the total. Obviously, the female illiterates are much higher than male illiterates in terms of the number and rate.

2. Newborn female illiterates are also on the rise.

   There are approximately two million newborn illiterates every year in China, most of whom are girls. According to the statistics of 1987, about 2,790,000 children dropout of school, and among them 2,250,000 are girls, registering 83%. Of 3,690,000 students dropout, the female accounts for 70% to 80%. Given the fact, female illiterates will arise steadily.

3. The number of the old and middle-aged female illiterates is large.

   As the aging group is getting along with the steadily increased illiteracy rate. According to the survey, the rate of women illiteracy aged 65 or over amounts to 78.7%, those 40-64, 47.6% and 15-39, 14%.

4. The proportion of female illiteracy is high in rural and poverty-stricken areas. Restricted by economic and educational conditions, most of women illiterates are found in rural areas, making up 80% of the total. However, the proportion of female illiteracy is even higher in the remote mountainous areas and areas inhabited by minority nationalities, amounting to 95%.

   There are multi-faced reasons for the above situation, including historical, present reasons as well as ones of their own making. This requires us to make necessary research and handle them properly.

a) Fettered by the feudal ideas. As a result of the long feudal society, the women were subjected to the political oppression, economic and ideological discrimination and educational restriction. Under the influence by the feudalist ideas of regarding men as superior to women, the parents are unwilling to send their girls to school or discontinue their studies.

b) Restricted by economic condition. Some of China's remote areas are economically backward. Due to the poor living conditions in a big family, many girls can't go to school as they have to undertake heavy work and no money to pay for their tuition so that they have to give up schooling, which led to the increasing number of illiterates.

c) Restricted by educational level. At present, about 28% rural areas have not popularized primary education in China. Though some regions and areas have popularized elementary education, scattered teaching centres, simple and backward teaching equipments, and unqualified teachers constitute the major reason for the dropout of school children.

d) Burdened by household chores. Women have different psychology and physiology. At home, they tend to give more attention to the family, take much more responsibilities and obligations than men. The heavy housework usually deny them of any time to study which make them illiteracy for a long time.

e) The women's psychology prohibit them to seek knowledge. A lot of women despise themselves and seek no progress. They don't think that they are as intelligent as men, so they give up hope. To a certain extent, the sense of inferiority restrains the development of female's intelligence, thinking and creativity, and even deprive them of desire and confidence to seek knowledge.

The Chinese women occupies half of the total, which is a great power for social progress and development. In the Constitution, the Chinese women are entitled to equal status and rights with men. However, women remain illiteracy and poorly educated. This not only restricts their initiatives to develop the society, and raise their social position, but also hinders them to fulfill their rights. In fact, women enjoy the same right to education as men, which is an important condition to win complete liberation. Therefore, the eradication of female illiterates has social and realistic significance.

II. General Situation on Audio-Visual Literacy Materials in China

The materials for Chinese literacy are compiled by experts and personnel in educational department of every province. The Chinese characters differ from other countries' alphabetic writing, and its structure is very complex, and difficult to read and memorize. It is not so easy to study and master the Chinese characters. China gives prominence to the printed materials while applying other equipments and subsidiary means. We now use audio-visual literacy materials on a trial basis as a new teaching technique, and it will become a dominant role in this field in the future.

In China's literacy campaign, the application of new teaching method is well off to a good start, which has demonstrated its vitality and superiority. At first, utilizing audio-visual literacy materials to implement a long-distance teaching could break through the limit of time and space, improve the model of face-to-face teaching in traditional schools, expand the running school on a scale, improve the teaching quality, solve the problem of shortage of teachers and use manpower, financial and materials resources sparingly, which get twice the result with half the effort. For the adult learners, they can flexibly arrange their study in the light of their labour and living. When they come across difficulties and doubtful points, they can watch TV over and over till they understand. The women can study at their spare-time at home. Consequently, the audio-visual materials have been well received by the peasants, especially the women illiterates.

In November, 1990, China Education TV Station produced a Literacy T.V. serial in Chinese. Its target group is adults aged 15-45 in rural areas, including women. The TV serial lasts about 60 hours and 20 minutes for each part, altogether 180 parts. The serial will teach about 1800 - 2500 Chinese characters, by an average of 12 words for each part. If we include commentary, the serial will involve 6000 Chinese characters. The teaching serial takes the daily life and production labour in rural areas as the main content, including a basic knowledge of Chinese language, knowledge for daily life, nature, health care, knowledge of laws, agricultural science and techniques, etc. When educational workers and staff members produced this TV serial, they tried to combine the materials with science, practice and interest, make full use of teaching forms, such as special effects, cartoon, object, materials, a short performance, etc., which enable the serial vivid and vigorous. The adults persist in watching the serial and review the lessons after classes, and they will master accurate pronunciation, correct writing and basic meaning of 1500 Chinese characters, skillfully read a short essay and write a practical essay about 200-500 words.

Besides, the educational department of other provinces in our country have compiled and produced other forms of literacy materials according to the women's psychology, physiology, experience and productive labour in rural areas, such as slide, literacy card, picture and hanging chart materials, recording and video. For example, Jinlin Province has made a sort of literacy playing card. In 1991, Gansu Province has made 15 video tapes for literacy on raising rabbits, chickens, pigs, snails, etc. They plan to produce 60 parts and will finish it in 1993. Of course, we have a lot of difficulties and problems, such as funds and equipment, which require us to research and handle. With the hard work of educators and staff members, we will produce more and more audio-visual literacy

materials for women illiterates.

Nine regional workshops on post-literacy materials have been financed and organized by the ACCU and Unesco/PROAP since 1983. The Chinese participants highly appreciate the active contribution of ACCU and Unesco/PROAP to literacy education.

With the financial support of ACCU, China has held three national workshops on post-literacy materials for compilers, respectively in Luoyang, Henan Province, Fuzhou, Fujian Province and Tongling, Anjui Province. Through the workshop, it has improved the vocational level of compilers, at the same time, promote, mutual understanding between the educational workers of all countries, it has played an active guidance role for literacy education in China.

China has also translated and published AJP demonstrative materials which were compiled by ACCU. Through the cooperation of publishing materials, it has widened the Chinese compilers' field of vision, promoted their research on literacy materials. It gives great impetus to the construction of literacy materials in China.

China will be ready to continue to cooperate with ACCU and Unesco/PROAP, and participate in all kinds of activities sponsored by ACCU and Unesco/PROAP. I am convinced that this workshop will contribute positively to exchanging experiences and informations of all countries, approaching and promoting the development of women audio-visual literacy materials.

INDIA

Introduction

India, a vast democratic country in the world has 25 states and 7 centrally administered Union Territories. The total population of the country according to 1991 census is 844.32 million, out of which 437.80 million are males and 406.52 million are females. The literacy rate (7 years and above) in the country is 59.11% (exscluding the state of Jammu & Kashmir), males 63.86% and females 39.42%.

Even though the literacy percentage in India has increased from 43.56% in 1981 to 52.11% in 1991, the increase in total population over the years has almost neutralized the achievements made in this field. However, concentrated efforts were made by the Government of India and the State Governments by introducing several schemes which helped in increasing the literacy percentage of the country.

One can see a glaring disparity of literacy percentage in different regions of the country also. While Kerala tops with 90.59% literacy rate, Bihar has the lowest literacy rate of 38.59%. Again Kerala tops with 86.93% female literacy while Rajasthan has as low as 28.84%. The expansion of urban areas with rural areas also gives a clear picture of disparity. Out of 47.89% illiterates in the country 55.82% are in rural areas while 25.01% only are in Urban areas.

Reasons for Low Literacy

Major reasons for the low literacy level of the country is due to heavy drop outs at the elementary education level. It is estimated that only 32 to 35% of the children complete five years of education when they attain about 11 years of age. This happens because of the economic compulsions. Children are made to supplement the family income as the earnings of the elders are not sufficient to run the whole family. Apart from this the child labourers get free food and wages for the day from the employer. Hence parents feel relieved of their responsibilities to feed their children. Another reason is excessive child birth and loss of income for women and social conditions like strong conviction of not to encourage girls to pursue study after a certain years particularly after attaining puberty and practice of early marriage for girls. Above all, the evils of present day school system also contribute a lot for dropout.

Need for Language Specific Material

India is not only wide in its geographical area but also languages differ from one region to another. Fourteen languages are approved by the constitution and hence centralized preparation of material becomes difficult. No one material can be adopted in India like other small countries of the world. Hence, Government of India has sanctioned State Resource Centres for Non-formal Education (SRC) which are academic bodies specially concentrating on material preparation and training. The material hence produced are not only language specific but also area specific and problems specific which are more closer to the hearts of the local people. In order to bring standard in the materials produced a national level committee has been formed which thoroughly scrutinizes the materials placed before it, and on its approval only they can be printed and circulated. This is particularly important for the printing of PRIMER which has been now done as per the new norms called Improved Pace and Contents in Learning (IPCL):

The materials are prepared based on the following essential requirements. They are:

- relating it to need and interest of learners.
- undertaking of necessary research/study.
- interaction of specialists, field workers and learners in the process of production.
- application of relevant technology and expertize.
- field testing and continuous monitoring.

Some of the materials produced by Directorate of Adult Education is listed in the Annexure.

Total Literacy Campaign (TLC)

Under National Literacy Mission (NLM) the scattered project approach has been slowly discontinued and encouraged the area specific approach called Total Literacy Campaign (TLC). Ernakulan district in Kerala gave the way for

such an experiment followed by the whole of Kerala itself. Today about 60 districts all over the country have taken up Total Literacy Campaign. Under this, District Literacy Committees are registered under the Chairmanship of District Collectors which includes all the Heads of Departments of the District, leading personalities, voluntary organization and school/college authorities. The campaigns help not only in increasing the coverage but also help in achieving the target in a short period with less expenditure. The State Resource Centres help in producing the material for the districts which is still closer to the problems, aspirations and need of the people. The printing also takes place in the district itself and the materials are distributed well in time to the field.

Continuing Education

The Continuing Education Centres are otherwise called "Jana Shikshan Nilayams" (JSN) which directly means peoples education centre. National Literacy Mission assures for the Continuing Education as part of the whole plan and the approval for the projects are given along with the basic literacy programme. The continuing education centres not only caters to the need of neo-literates coming out of functional literacy classes but also to school dropouts, pass outs of primary schools, Non-formal Education Centre and also all the members of the community. The major functions of a Continuing Education Centre are:

- Evening class for upgradation of literacy and numeracy skills
- Library
- Reading room with newspapers and journals
- Discussion on common problems
- Organized simple and short duration training programme
- Organize sports activities
- Organize cultural activities
- A window for information on developmental programmes
- Act as a communication centre

Audio-Video Material

For supporting literacy programmes, a number of audio-video materials are also produced, both at the national and state levels. The materials are more in Hindi language at the national level while the states produced them in their regional languages. The production include materials on motivation, training and instruction. Some of the productions done at the national level which are more specific to women's liberation, health and hygiene are as follows:

Video	**Audio**
- Khilti Kaliya	- Project in Radio Education & Adult Learning (PREAL)
- Dhai Akhar	
- Chauraha	

Video

Khilti Kaliya

It is a 24 episodes women learners programme in rural area.

Dhai Akhar

It is a programme that delivers all the messages and instructions in an appealing way for the instructors. It was welcome as useful entertaining and educative film.

Chauraha

Currently a TV serial of 40 episodes titled "Chauraha" is being telecast from Doordarshan in afternoon transmission every Thursday. This programme teaches the Hindi alphabet through use of computer animation techniques, use of puppets and narrative structure, full of emotion and drama, makes the programme appealing to the intended audience of poor and illiterate women.

Audio

Project in Radio Education for Adult Learner

It was used to train 4000 instructors in a span of ten days. The main objective of this programme was:

- To reinforce literacy instruction in Adult Education Centres (AECs) through planned and regular use of radio programme.
- To support awareness and functionality component of adult education through use of radio.
- To monitor implementation of PREAL and validate the potential using radio in literacy instruction. It was 26 half an hour programme and 100,000 women were benefited in 4,000 Adult Education Centres of Uttar Pradesh, Bihar, Rajasthan and Madhya Pradesh.

Conclusion

We have a long way to go to achieve complete literacy in our country. The potencial will and the support of volunteers, common man have encouraged the policy makers and implementers to expand the programme throughout the country. The experimental stage has already crossed and we are eagerly waiting to see the fruits of our efforts.

Annexure

List of Current Publications

Basic-Literacy Material

1. Khilu Kaliyan — Primer I, Primer II, Primer III

Post-Literacy Material

2. Sukh Ki Raah (Hindi)
3. Haar Ki Jeet (Hindi)
4. Bees Sutri Karyakaram (Hindi)
5. Panch Parameswar (Hindi)
6. Milavat Ki Roktham (Hindi)
7. Sahkari Samiti Eik Vardan (Hindi)
8. Murgi Palan Eik Achcha Rojgar (Hindi)

Success Stories

9. Crusade Against Illiteracy Vol. I (English)11
10. Crusade Against Illiteracy Vol. II (English)

Schemes

11. National Literacy Mission Document (English)
12. Jana Shikshan Nilayam (English/Hindi)

Technical Informative Material/Guidelines

13. District Resource Unit-Guidelines for Voluntary Agencies (English/Hindi)
14. Retention of Literacy Skills by Neo-literate Women (English)
15. Sandarshika D.R.U. Pradhyapakon Ke Liye (Hindi)
16. Learning for Participation - An Approach to Training in Adult Education (English)
17. Reaching Out - A Handbook for Student Volunteers on the National Literacy Mission (English/Hindi)
18. A Coordinator's Guide to Reaching Out (English/Hindi)
19. Instructions for Usage of MIS (English)(Revised)
20. Computerized Adult Literacy Information System - User Manual (English)(Revised)
21. MIS-Guidelines for Literacy Personnel (English)(Revised)
22. Books for Post-Literacy-Guidelines (English/Hindi)

General Informative Material

23. The Long March to Literacy (English)
24. Task Force Report on NLM-A Compendium (English)
25. Literacy Digest (English) Based on 1991 Census
26. Hum Sub Eik Abhiyan Mein Lage Hai (Hindi)
27. Campaigning for Literacy (English)(1990)
28. A Call to Action
29. International Literracy Day 1990 (Hindi)
30. Commitment to Literacy (English/Hindi)
31. Towards Total Literacy (1991)

Promotional Material

(a) Folder
32. National Literacy Mission (English/Hindi)
33. Directorate of Adult Education (English)
34. Towards Total Literacy (English/Hindi)
35. Saksharata Geet (Hindi)
36. Saksharata Ke Liye App Kya Kar Sakte Hain (Hindi)

(b) Poster
37. Prize Winning Posters of 1989 Competition (English/Hindi)

Periodicals

38. Literacy Mission (Monthly) (English/Hindi)

Forthcoming Publications

39. A Source Book on Population Education (English)
40. Seekhne Ke Bhaghidari (Training Mannual) (Hindi)

INDONESIA

Learning Facilities for Woman Education

The role of women in Indonesia for developing the country is significantly important. The women have the same responsibility to prepare the better future of the young generation. They must be provided with all aspects of life such as nutrition, education so they are physically strong, educated that enable them to adjust themselves with a new development of the society.

For this regard the ability and responsibility of the woman must be developed through education so they get more knowledge and skill. On the other side there are still many people who cannot write and read and most of them are women.

From the total number of population, 167,191,955 people there are still 4,727,894 people who cannot read and write. The data from Department of Education and Culture shows that the participation of women from above level of elementary school especially for science and technology is still left far behind compared with men. This makes smaller chance for women entering the available work force.

This influences their position and role being a mother in educating their children at home in term of giving a direction and guidance to their children as it is expected.

The way out for this issue the policy is made by government in this context Department of Education and Culture make some kinds of activities such as:

1. to run a leadership course for women in district level
2. to run a practical occupational programme for women in the sub-district level.
3. to write books for complementary learning materials
4. to print books for learning materials
5. to run the activities of Package A
6. to run the activities of income generation
7. to celebrate the Mother's Day

Training for Woman Leadership

The purpose is to increase knowledge, skill, mental attitude of the participants in management and woman leadership in this sense the woman then can be used as potential human resources to the national development. The materials are composed into 15 modules and the methods used are various such as;

1. Lecturing
2. Question and answer
3. Discussion
4. Assignment
5. Brain storming
6. Role play

7. Field visit
8. Team-teaching

Training for Educational Practical Skill

The purpose is to increase knowledge, skill, mental attitude and other occupational practical skill that can be developed into permanent income resources especially it is intended to the kind of occupation which is marketable and the raw materials are easy to obtain. They have an ability to communicate and work with other learning resources which go along with the kinds of occupations which are going to be run. They have an ability to manage the income generating. They have a skill for making goods and services as well as a marketing skill.

The training materials consisted of;

1. Identification of occupations
2. Identification of learning resources
3. Choice of raw materials
4. Management of income generating
5. Knowledge of administration
6. Practice - Production/services
   - Marketing to products
7. Field visit

Methods of training

1. Explanation
2. Question and answer
3. Discussion
4. Field visit
5. Team-teaching

Writing Books for Complementary Learning Materials

It is done in collaboration with Directorate of Community Education, Directorate General of Out-of-school Education, Youth and Sports together with Central Analysis for Science and Technology Development, Indonesia Science Body and Faculty of Vocational Technology Education, Home Economic Department, Teacher Training.

It is done through some phases, to assess the material that suit with the female learners, to make revision conducted by evaluation team which is appointed by Directorate of Community Education and it is tried-out in the field.

This books are used by Package A learners especially for women who have been able to read and write well. Since 1989 to 1992, 15 topics have to be made for Family Welfare Education Book and 30 topics for Effective Use of Technology Book.

Printing Books for Learning Materials

This books are printed annually by using Government of Indonesia budget, until they can meet all the learners' need. Then they are distributed to learners in 27 provinces through Provincial Department of Education and Culture.

Activities of Package A Learning Group

From 4,727,894 illiterates in Indonesia 60% of them are women. Beside the programme of reading and writing of Package A, they are also given occupational programme in order to:

1. Their income is increasing
2. They are more skillful and have permanent occupation
3. To motivate the graduate of Package A or equivalency test of junior high school or take courses

Therefore the supplementary learning materials are important to support the success of Package A program.

Activities of Income Generating Learning Group

The Income Generating Learning Group is intended to educate the members of society to have skill so that they can obtain permanent job.

Income Generating Learning Group is a programme of out-of-school education which emphases learning and income generating for increasing the quality of their life and also to motivate other people to learn, to work and to make business.

The learners realize very much that the effective use of technology support the products and services either qualitatively or quantitatively.

Mother's Day is celebrated every 22 December

It is very meaningful to Indonesian people. The idea is to attract the people's attention and respect to mothers because they play an important role in the family in educating their children, beside looking after their husband and in general they play an active role in the society for the success of the national development.

The Minister for Woman Affair is always promoting the Mother's Day by formulating national committee for Mother's Day. They made some activities, one of them is an exhibition and various kinds of women's products are funded by the government, or women organization.

In this context the books of learning materials have agreed constitution for producing handicraft which was displayed on the exhibition.

The results are as follows:

1. The exhibition is used for promoting and marketing their products through income generating so that the wide society knows what their products are and they can make a wider marketing network.
2. It can make a good impact to increase their income.
3. The result of their skills is increasing.

The Project Implementation for Improving the Role of Women
In the Fifth National Development Plan

The Fifth Five Year			Result 3 yrs (89/90-91/92)		Plan			
Activities	Target	Unit	Total	%	'92/93	'93/94	Total	%
1. Training for woman leadership	7,260	People	5,030	69.3	1,350*)	880	880	12.1
2. Training for occupationnal Practical Skill	9,000	People	6,000	66.7	2,820*)	180	180	2.0
3. Writing books for complementary learning materials:								
a. Family welfare education book	25	Title	15	60.0	5	5	10	40.0
b. Effective use of technology book	50	Title	30	60.0	10	10	20	40.0
4. Printing books for learning materials								
a. Guideline of Training for woman leadership and guideline of training for occupational practical skill	11,200	Exsp.	7,625	68.1	2,950	625	3,575	31.9
b. Modul of training management & leadership	9,500	Set	6,275	66.1	1,800	1,425	3,225	33.9
c. Family welfare education book	200,000	Exsp.	120,000	60.0	40,000	40,000	80,000	40.0
d. Effective use of technology book	360,000	Exsp.	200,000	55.6	80,000	80,000	160,000	44.4
5. Package A Learning group programme	7,675	LG	4,605	60.0	1,535	1,535	3,070	40.0
6. Income generating learning group programme	15,350	LG	9,210	60.0	3,070	3,070	6,140	40.0
7. Celebration of Mother's Day	5	Time	3	60.0	1	1	2	40.0

IRAN

I. Methods of Educational Administration

(a) Literacy Education Mobilization Plan

Upon issuance of the historical decree of Imam Khomeini, the Late Leader and Founder of the Islamic Republic of Iran on 28th December, 1979 on the eigency of 'Literacy Campaign' on compat short term basis and public mobilization. It was necessary to start a great and vast move.

Thus, on this basis, at the end of 1989, a literacy education mobilization plan was proposed to the State Literacy Supreme Council which was agreed by the great Leader of the Islamic revolution, the esteemed President and the Chairman of the State Literacy Supreme Council.

In this direction, the esteemed President of the Islamic Republic of Iran instructed all Ministries and people through a public announcement to assist the literacy education movement through cooperation and mobilization of their possibilities.

Through application of all supplying facilities, the available manpower utilization of all reserve forces absorption of new educational forces, assistance of the literates in the society, especially teachers of the Ministry of Education, with collaboration of the Iran Report International Broadcasting, and repeated emphases of the honourable state ministers and responsible authorities, making suitable background for propaganda, encouragement, and exhortations, the Literacy Education Movement started, the first stage of the literacy education plan as of May, 1990 and successfully completed in September.

The second stage commenced from October 12 and continued till the end of the year 1990.

(b) Special Education Plan for the Wandering tribes

The wandering tribes of the Islamic of Iran have an important role in production. In this programme, the small children who could not study and the adults deprived from literacy become literates. Hiring Soldiers - teachers, rural teachers and the migrating literacy educators residing in these areas, on full time basis are characteristics of the plan.

(c) Literacy Education through T.V.

Important and basic steps taken along with implementation of literacy education mobilization plan in 1990 is to use and benefit mass media specially T.V. in teaching the illiterates. Fortunately this was realized with cooperation and coordination of the Literacy Education Movement and the First and Second channels of IRIB. The programme was released:

Two turns morning and afternoon during this summer and winter and the illiterates used it. Through this, a large group of illiterates women and men learned literacy.

(d) Special Education Plan for Children (6-10 years old)

According to the law passed by the Islamic Consultative Assembly the special educational system in not giving any service this system has been successful in halting the increase of illiteracy rate by dealing with the problem fundamentally.

(e) Soldier - Teacher Plan

The Literacy Education Movement of the Islamic Republic of Iran proceed with engaging the draftees holding high school diploma for literacy education under the title of soldier - teacher specially in the direction of implementation of literacy education mobilization plan. These soldiers are engaged in teaching the adults and those who are in need of education in the deprived areas.

(f) Literacy Education of Foreign Subjects

This plan is to proceed with literacy education of foreign subjects especially Afghan Moslem, immigrants and Iraqi repatriates, along with the literacy education of the Iranians. Remarkable activities were carried out.

(g) Special Education Plan of the Government Employees

This plan covers all of the illiterate employees of governmental organizations and the workers of industrial and production centres.

In this plan, according to the decree of the council of Ministers during 1361-1363 (1982-1983) all of the employees and workers under 45 years old must participate in the literacy classes.

(h) Special Education Plan for the Armed Forces of the Islamic Republic of Iran

This plan covers all of the armed services. The classes are generally held in garrisons and Military Centres.

Other Plans of Literacy Education

Literacy education classes at school, literacy education classes for women in houses, literacy education classes in Mosques, individualized Literacy Education Plan.

In the end a data of movement activities is shown below since establishment until the end of the year 1368 (1988).

No. of Teachers	No. of New Learners	No. of Classes	No. of Villages Covered	Time from Start to the End of Year
38,538	956,130	56,444	11,380	Year 1360
34,812	947,210	49,970	18,906	Year 1361
38,668	978,470	61,345	20,335	Year 1362
76,969	863,679	58,213	18,115	Year 1363
40,849	1,035,758	67,632	19,391	Year 1364
37,382	1,088,176	62,154	18,731	Year 1365
40,313	1,213,957	79,104	-	Year 1366
40,658	1,244,083	81,570	-	Year 1367
39,045	1,104,444	73,089	15,635	Year 1368

The Literacy Education Movement of the Islamic Republic of Iran has the honour to have added another valuable chapter to the achievements of the Islamic Republic of Iran covering more than 3,000,000 illiterates of the age group below 40 years in 1990 through implementation of literacy plan and mobilization project gaining 174% increase in work over the past year. This figure, in comparison with the statistics of country's illiterates above 6 year old which were 14,451,572 in 1986, covers 21% of the total illiterates of country above 6 years of age.

Statistics of the activity of Literacy Education Mobilization Plan 1990

Learner coverage			% of learners below 40	No. of literacy education	No. of classes	No. of village
Total	Urban	Rural				
3,026,961	1,579,198	1,447,763	77.3	81,525	167,833	36,588

Statistic of the activity of Literacy Education Movement from the beginning of formation till the end of 1990

Total No. of learners under-coverage	Average literacy educations learners per year	Percentage of villages below 40	Average of under-coverage
12,435,868	43,183	84.3	19784

Educational Courses of Literacy Movement Organization

Introductory Course of Literacy:

The introductory course of literacy is a course which is held for illiterate and non-educated people in order to get them familiar with Islamic culture so that they will be able to read and write the simple Persian text and to learn mathematics in such a moment that respond to their day to day needs.

Complementary Course of Literacy

It is a course which is held for the accepted learners of introductory course of holders of second year of elementary school certificate, in order to get them acquainted with some religious, ethical political and social issues to read Quran verses up to the level of simple reading to get familiar with Persian sentences and text so that the learner will be able to read the simple Persian text and to express his thinking in the form of understandable matters in writing and to do mathematics to the level of the four fundamental operations.

The Finishing Course of Literacy

This course is specially for those learners who after completion of the general courses (elementary and complementary course), are interested in continuing their education in public education system and their academic value is equivalent to the fourth year of elementary completion certificate.

It should be noted that majority of the literacy graduates (those who finish the course) are studying in the public (official) schools.

Literacy Education and Propaganda

Propaganda and encouragement of people to literacy education are important bases of literacy education, the most propaganda by means of mass media such as IRIB, movies, press publications, using missionaries, clergymen propagation traveling groups, film release, placards, cloth-hanging notices, posters, tracts, poems and songs, exhibitions, Friday praying tribune without the slightest use of force, they contributed mostly to maintain absorb and support the learners.

Continuity of Education

This is one of the issues of significant importance in the activities of literacy education. For continuous education and non-returning to illiteracy, the literacy education movement makes endeavours with policy making and formation of management for continuity of education to prevent from returning back to illiteracy. In this direction are activities such as to devote of some parts of widely circulation newspapers to the subject and determine some books in various health cultural and social field.

LAOS

1. Introduction

The Lao People's Democratic Republic is one of undeveloped countries and a small country with land areas of 236,800km and about 4 million inhabitants. There are more than 68 ethnic groups of minorities who live in the mountains and remote areas. The majority of the population are living on agriculture. Some parts of products are basing the natural, some products are inadequate to the demand but the government always attached a great importance to the education for the national development. If put forward the strategy that education should be one step ahead to the other sectors.

The eradication of illiteracy is an important work for human civilization such as:

- To solve illiteracy problems to provide education for the underprivileged, to promote individual's reading habit to promote the people knowledge and capabilities to help them upgrade their standard of living, solve their problem of daily life and develop their

community.

- To support and provide services on non-formal education for other agencies through the training courses, curriculum development, production materials.

The quality of education is very low, the children in the school age go to school 66% only 33% survival to fifth grade when we compare. Among low land Lao, Laosung (mountains-top Laotians) and Laotheung (mountain side Laotian) the education is unbalance.
Development Bank and World Bank put their investment for the development and reformation of education system.

For the short term plan, we put the investment for solving the problems which we are facing now such as the development of education in rural areas. We receive the assistance from UNICEF, UNESCO and some non-governmental organizations. Therefore, with the cooperation of the two banks, the Lao Government has an urgent need to expand the basic education and improve the quality of education. So, United Nations Development Programmes (UNDP) proposed to cooperate in development of children and other disadvantage population especially Lao Sung (mountain-top Laotians).

The ways of cooperation are as follows:

1. The education must be focused on the skill and knowledge of personnel and community.

2. Experience and education method must be focused on practical more than theory.

3. Pilot project of experimentation region must be organized with the conditions and capabilities of income resources and budget of project.

4. Should be non-formal education and community development as the principle of implementation of the project.

5. The research must be made on the location of the pilot project and continuously an education and facilities to complete development, including production, marketing and home economic.

6. This project must be lead by the Department of Non-formal Education and mass organizations, and NGOs to implement the project.

7. This project must be done, appropriate to suit the real situation and environment of the rural areas.

8. School should not be used for only one purpose but to be used as community development center or make used for another purposes.

2. Literacy Situation in Laos

- The dropout rate from primary school education is very high. Most of them leave school after only one or two years and relapse into illiteracy. Especially at first grade and second grade dropout is as high as 22.5% in Laos.

- A high percentage of incomplete schools, schools with classes up to grade 3 or 4 only and high percentage of unqualified teachers about 35%.

- During the literacy campaign of 1983-1984, it was reported that more than 90% of the adult population has learnt to read and write through national literacy.

- Before 1975, the period of the population liberation or national liberation, the number of illiterates are 90% but now in 1991, the number of illiterates, according to the national statistics, about 250,000 to 300,000 persons between the ages of 15-40 years old (percent of illiterates 21.34%). (Resource from the Asian Development Bank, 1989.)

- Inadequate finances made the teachers and cadres receive low income and the budget for education was very limited. Most teachers in the rural areas were not paid regularly.

- The situation of children repetition in the primary school in rural areas 39.8%.

- Every week, the learners go to study five days a week. They work very hard in the rice field, the garden, home and other place. But in the evening, they attend the class. Some of them don't want to go to school.

- Committee of the village, the different services around the village other organizations and some rural areas don't know the importance of education and don't cooperate to the education. Therefore the education is unqualified.

- After the basic education achievement of literacy, we continue to raise the education level among some of the people who finished primary school level (140,600 persons, 60,000 women) at present in 400 villages, 40 communes and 4 districts.

- For the period of eradication of illiteracy, we neglected the quality of continuing education. People can't use their knowledge in the production and in the way of life.

- We cannot prepare sufficiently the curriculum and teaching materials, especially handbook for teachers and the text book for the students are inappropriate. In general, we face the shortage of funds and unqualified technicians.

- The number of cadres in the Department of Non-formal Education especially at the grassroots level are not enough. The Department of Non-formal Education has only 12 persons. The teacher of literacy programmes are also the teachers of the formal education (from the primary school).

3. Action plan for developing women and other disadvantaged population and literacy programmes

- should be done by the cadres who have adequate ability in every level
- should be adjusted to the chart of organizations and management at every level and give the priority to the rural areas.
- cadres of adult education have to be trained and to take study visit in abroad for exchange experience
- the teaching and learning materials of must to be adequate and to be modified
- cooperation, between the international organizations, non-governmental organizations, Ministries, Departments for coordination at every level
- for success of the project, community must to participate in the other activities such as to be teacher, to be students especially for women, children and disadvantage group
- opening the eradication of illiteracy and create some other activities such as learning village centre, mobile library at every level
- must lead and control data survey and statistics to give the facilitate conditions for the activities
- for the disadvantage population such as the repetition pupils, drop-out especially for ethnic group, eradication should give to improve conditions of living to be solve the problem in the Lao Theung (mountain side Laotian)

4. Situation of audio-visual materials

- One of the major steps towards the improvement of the quality of teaching undertaken by the Department of Non-formal Education.

- The Ministry of Education and Sports especially the Department of Non-formal Education has produced some materials for adult education such as books on general science, social science, hygiene, anti-malaria, techniques, chicken raising for more income, increasing the rice yield, usefulness of forests, bamboo handicraft, health for mother and child and for family happiness, child food for good health, cleaning the house, as well as poster on hygiene, nutrition and forest conservation, raising the child by using the milk artificial, water life, kitchen gardening and learn to read and read to learn.

1) Radio programmes

- produced jointly with the Ministry of Information

- two radio programmes are also in service for adult education.

  ° Literacy radio programmes, broadcasting two times a week especially for reading, writing and calculation
  ° Science for life radio programme, broadcasting once a week for better life and high income.

2) Village loud speaker

- The aim of programmes is to maintain literacy skills of neo-literates and improve the living conditions of the people.

- General information twice a day but for literacy programme once a day.

- There is one village loud speaker in one commune, especially Vientian municipality.

3) Library mobile

- This project is very important for the education especially for the primary school or for the literacy programme to solve the problems, lack of the book and the textbook.

- This project distributes the library mobile to the primary school in the village and there is a village learning centre or reading centre for adult population: one district has 20 library mobile villages (about 27% of the number of villages) especially Vientian municipality.

- This project is assisted by UNICEF, Laos.

4) The Adult Education Department, Ministry of Education and Sports printed 3,000 copies of the booklet on bamboo handicrafts as Lao version of AJP materials in 1990. The poster on child nutrition and home cleanliness are in the editing process.

MALAYSIA

Introduction

Malaysia is a young and rapidly developing country covering an area about 329,293 square kilometer, which is made up of Peninsular Malyasia and the state of Sabah and Sarawak.

The Population of Malaysia (1990) is 17,756 millions, with 82 percent in Peninsular Malaysia, 8 percent in Sabah dan 10 percent in Sarawak. Population growth rate is 2.4 percent per year.

Table 1 Population of Malaysia 1990

Malaysia	17,756,000
Peninsular Malaysia	14,617,000
Sabah	1,470,000
Sarawak	1,669,000

Illiteracy Situation of Women in Malaysia

Table 2 Literacy rate of Malaysia 1970-1980 (age 10 and above)

Area	Male '70-'80	Female '70-'80	Total '70-'80
	(%)		
Malaysia	69-80	47-64	58-75
Peninsular Malaysia	72-83	50-67	61-72
Sabah	55-66	32-49	44-58
Sarawak	49-64	28-46	38-55

Table 3 Literacy rate of women in Malaysia 1980

Age	%
10-19	86.5
20-29	80.0
30-39	61.0
40 and above	23.6
10 and above	64.1

In 1970 the percentage of literate people in Malaysia was 58% and in 1980 was 75%. For women above 10 in 1970 the percentage of literacy was 47% however in 1980 it increased to 64%.

Sabah and Sarawak in Table 2, the rate of illiteracy among women is higher when compared to the Peninsular Malaysia. In 1980, Sabah 47% and Sarawak 46% while Peninsular Malaysia 67%.

The declination of illiteracy in Malaysia was mainly a result from serious attention given to education by the government. Various government agencies such as Agriculture, Fisheries, Farmers Association, Community Development (KEMAS) provides various extension education programmes to rural youth and women. In Malaysia, the neo-literates are comprised of rural populace who are mainly farmers, fishermen and plantation workers.

KEMAS as a Community Development Agencies and plantation workers.

KEMAS as a Community Development Agencies is responsible for the eradication of illiteracy and to the improvement of the quality of life in the country. In 1973 the functional literacy programme was started as a continuing programme of mass literacy campaign launched in 1961. It is an approach in literacy education with two pronged objectives, to acquire basic literacy skill in the 3R's and to improve the quality of life, reading and writing are considered as aids in process of helping the individual and the group to improve their health, social, economics status and increase productivity.

Since the launching of the National Mass Literacy Campaign and Functional Literacy programme by KEMAS, the programme had reached more than 1 million illiterates, majority of them are women and disadvantaged population of the rural and urban poor. Since then the number of illiterates decreased remarkably in most of the states in the country.

Starting from 1990, KEMAS has taken Human Resource Development as one of the two strategies in developing rural areas. In Human Resource Development, KEMAS emphasise functional literacy among the adults through training in various skills.

By the year 2000, the number of illiterate will decrease as the Ministry of Education advocates universal primary education while KEMAS implements functional literacy. The expected rate of literacy for the year 2000 is 96 percent.

The functional literacy through countinuing education programme for women carried out by KEMAS are:

- Home economics/family life education
- Functional literacy
- Vocational training
- Islamic religious knowledges
- Community resource centre
- Income generating project

In 1990 more than 250,000 women are participating in the above programme. The increase rate of participant per year is about 3%. The hard core poor will be the main target group in the implementation of literacy programme.

Development of Follow-up Materials

KEMAS through national and local workshops has develop various teaching and learning materials. The materials consist of games, posters, pamphlets, videos, dramas, slides and booklets. These materials are widely used in functional literacy and home economics classes.

KEMAS with the assistance from ACCU, UNICEF and UNFPA have also produced teaching and learning materials for family development programme. The subjects covered were health, nutrition, child care, population education and working with the community. These materials can be use by community development worker and participants of the functional literacy programme.

Problems/Needs on Development of Literacy Follow-up Materials

Problems and constraints encountered in the development of literacy follow up materials are as follows:

1. Lack of limited personnel for material development.

2. Lack of limited budget allocation for developing literacy follow up materials.

Needs to encounter the problems:

1. Need to train trainers for literacy work.

2. More attention given by the national government and international fund for developing the materials.

3. Provide follow up programme and evaluation of the materials produced.

Recent Progress on Production of National Version of the AJP Materials

In the 1986, 5 AJP materials were printed and disseminated to functional literacy and home economics classes especially in Sabah and Sarawak. The 5 AJP materials are:

1. Mabel dam (Building up a Happy Community: Sugoroku)
2. Water in everyday life
3. Clean and useful compound
4. Home gardening

5. Charcoal water filter

In 1991, 1 AJP material namely Cooperative for Better Life were printed for 2,000 copies. The materials were disseminated throughout Malaysia in September 1991.

For 1992, 3 more AJP materials will be printed:

1. Bamboo handicaraft
2. Why literacy for women?
3. Fish need a lot of oxygen

The production schedule will be in February 1992 and by March they will be disseminated to all Functional Literacy Classes.

MALDIVES

Introduction

The Republic of Maldives is located in the Indian Ocean 670 km South West of Sri Lanka. It consists of 1,190 islands and 26 natural atolls divided into 19 administrative units. Only 202 islands are inhabited. Malé which is the capital of the Republic has only 2 sq.km. The economy of Maldives mainly rests on tourism, fishing and shipping.

The population of Maldives is 214,000 (according to the 1990 Census) growing at the rate of 3.5% per annum. About 45% of the population is under 15 years of age. The estimated density is 670 persons per sq.km. and Malé, the capital has about 30,000 persons per sq.km.

The Maldives has made remarkable strides in improving socio-economic and health status in the last decade. The economy achieved an average growth rate of 10.4% during the last three years plan period 1985-1987. Total GNP increased from Rf.600.3 million in 1985 to Rf.709 million in 1987. The infant mortality rate has declined from 120 in 1978 to 48 in 1989.

Literacy Education

The picture of education in the Maldives presents a very interesting and a unique combination of the traditional, indigenous system running parallel and very often supplementing and complementing each other. The Government of Maldives implemented a national programme known as Basic Education Programme to eradicate illiteracy from the country and to impart the skills needed for a person to function effectively a citizen to those members of the population who need these skills. The nation-wide programme was formulated and announced by the president on 1st of Janaury 1980, with the president himself teaching the first lesson of literacy.

Every year since the launching of the plan in 1980 detailed quantitative and qualitative evaluation of the programme has been undertaken preceding the annual award giving ceremony. The following is the year wise targets of the programme from 1980-1988.

1980	81.66%	literacy
1981	83.47%	"
1982	86.66%	"
1986	93.25%	"
1988	95.40%	"

The plan period for the programme 1980-1990 was completed last year and the result of the latest evaluation is to be expected to be announced by the end of this month.

AJP Materials in Maldives

Under the financial assistance from ACCU we have printed and distributed AJP materials to island and learning centres in the Republic. Every material has been translated and adopted with necessary changes. The following is a list of AJP materials which have been adopted and printed in Maldives.

1. Dhirey Thaketheege Gulhun (Animal Sugoroku)
2. Saafthaahirukan (Sanitation)
3. Ruh Indhaa Hedhdhun (Tree Planting)
4. Kukulhu Gengulhun (Raising Chicken)
5. Kudakudhinge Kaana (Baby's Food)
6. Onun Thakethi Hedhun (Bamboo Planting)

We have also translated the Guide Book on Development and production of materials for neo-literates and hope to print in December.

MONGOLIA

Introduction

Mongolia has over 2 million populations out of whom 51 percent are considered urban dwellers. Owing to geographical features and tradition, Mongolia is an agricultural oriented country where most of the rural population are either herdsmen, farmers or lives lock-breeders. According to the statistics 1989, the country has some 136,000 nomadic families.

Following the present political, economic and social changes in society, important reforms are being processed in the field of Education. In general, we wish to develop a new education system adapted to the specific need of population given the country's socio-economic development.

About 26 percent of the Mongolian population are at present enrolled in an education institution. People who work in the modern sector and averaged 8.5 years of schooling. The literacy rate is over 90 percent, 9.4 illiteracy about a fifth of this figure is male and about four-fifth is female. Many of these are estimated to be elder adults, while only about 2 percent under the age of 34 who have failed to complete secondary school.

Today there are 634 primary and secondary schools, 70 vocational schools 8 colleges, 2 high education institutes, 5 universities.

First private higher education institutions (9) were also founded.

Basic education has been compulsory for a number of years. Under the new law 1991, the existing system of primary and secondary education (3+5+2) has been changed to 6 years primary, plus 3 years professional secondary school or 10 years (5+2+2) general secondary education, 12 years (6+3+3) school with special programmes for talented pupils. However a 12 year (6+3+3) system will be introduced when all the economy sectors have been completely transferred into the market economy, high education will be converted into a degree programme system.

Key characteristics of the new system are a change of subject contents, revive traditional Mongolian system of education and introduction of traditional custom and culture into the curriculum, etc.

For example, during the academic year 1991-1992 the old Mongolian script, urgen is being introduced at all school levels. From 1990 to 1994 a nation-wide adult education programme will be undertaken to teach all adults the traditional Mongolian script.

Problems and Difficulties

Men and women have equal rights according to the Mongolian constitution, but in the practical daily life, especially in the family, women's life conditions are more difficult than those of men. So far, too little attention has been directed towards nomadic women. Many nomadic women live without a spouse having sole responsibility for their children and the family's cattles.

Their main source of income stems from cattle-wool, milk, and meat. Single nomadic women with five or six children face an enormous challenge with time and effort divided between cattle-rearing, domestic work and bringing up their children. They have only little time for study, development of new skills, leisure activities on participation in local community programmes. Nevertheless, the nomadic life style isolates human contact and environment. Furthermore communication and transportation facilities are extremely limited in rural areas especially in Gobi Desert areas.

Because of these difficulties a certain concern is raising, women with some education relapsed into a state of semi-literacy.

Owing to the privatization of cattles the school dropout rate is increasing among nomadic children.

However, Ministry of Education runs strong policy against this appearance.

The Situation of Follow-up Materials and Adult Education and Literacy Programme

Women's Federation of Mongolia through national and local workshops has developed various teaching and learning materials for women on topics like child spacing, health, hygiene, sanitation, preventing and treating of common diseases, nutrition, etc. But we still face difficulties of limited personnel for material development, out-dated printing units, limited budget allocation for developing follow-up materials.

Until recently, the non-formal education system has not been developed. Mongolian Government aims at establishing a non-formal education system where new methods of delivering education, notably different techniques of distance education, will be put into practice.

The Ministry of Education is implementing a small pilot project/target group: 2,000 person "Development of Adult Education for Cattle-breeders". This project aims at introducing an occupationally - oriented education cum-training programme for nomadic cattle-breeders and to strengthen the capacity of the Ministry of Education in the field of adult education. In addition, the Ministry of Education have elaborated the project "To meet basic learning needs of nomadic women in the Gobi-Desert" with Unesco.

Within this project women will have acquired basic knowledge in:

- Basic commercial skills (transition period to open market economy).
- Improved cattle-rearing techniques.
- Family education.
- Up-grading of literacy skills, basic literacy in traditional Mongolian. Within the National Literacy Campaign Programme "Mongolian traditional script" centre was set up at the Ministry of Education for the purpose to re-introduce the old Mongolian script, which was replaced by the Cyrillic alphabet in 1941.

In June 1991 the parliament also has passed a resolution to introduce officially traditional Mongolian Script by 1994.

A nation-wide adult education programme will be undertaken from 1990 to 1994. From September 1991 the traditional Mongolian Script has been taught at all school levels.

NEPAL

Introduction

The WCEFA decleared the plans and implementation frame works for the countries involved in the education efforts, which has highlighted specific learning objectives, importance of country level strategies and resource mobilization.

Following the commitment made in the WCEFA Nepal went through a major exercise in preparing a "Basic and primary education Master Plan 1991-2001". The master plan covers different prospective of meeting the basic learning need, however, in non-formal sector it has set the

following goals:

1. To create non-formal education department
2. Expanding basic and non-formal education avenues and making these complementary to the formal stream.
3. Establishing 300 girls school in districts with lowest girl enrollment - 30 school per year.
4. Scholarships to girls and disadvantaged groups in remote areas.
5. Increasing the ratio of female teachers (present ratio 12%)

Strategies

To achieve the above goals MOEC has set up the following plans:

1. Revise the present flat rate girls scholarships policy and make it more equitable on the basis of girls enrollment in the school.
2. Encourage the NGOs/INGOs to accelerate the NFE programme out reach and out put with special emphasis on the girls and women.
3. Double shift schooling and utilize school physical facilities wherever possible for NFE.

Literacy Situations

The Nepaleses are predominantly agricultural people. According to the latest statistics, 91% of economically active population of the country are engaged in agriculture. The population of Nepal is 19.5 million in which female represents about 50% of the total population and 64% of them are deprived of education. The country has one of the lowest literacy rates. Further, alarming, women represents 82% of the total illiterate population. The rate of literacy in 1950 was only 2% and now it has increased to 36% so, during the last 40 years the increment has only been 34%. Currently, more than 40% of the children, young enough to go to school are outside the primary schools. More than 70% of those in primary schools dropout before completing the five years primary-cycle.

Due to the lack of awareness about education or uneducated parents, they do not send their daughters to school and they are engaged in household works like looking after younger children, taking care of home, taking cattles out for graying, collecting fire-woods and grass for folder, carrying water and feeding cattle, helping in farming and making dungcakes and collecting dry leaves.

With certain ethnic communities in rural Nepal, the social custom prohibits free association of girls with male members of the community. When the girls reaches a certain age she is not supposed to appear before outsider. This social custom is indicative of a prevailing negative attitude towards the education of girls. The traditional social bias against girl's education and the low education and economic status of the rural people are all adversely affecting the rural children's participation in education.

Challenge

Therefore, making people literate is an immense and challenging task for the government. Only the government's efforts and resources seem insufficient to eradicate illiteracy in Nepal. The United Nations had declared the year 1990 as 'International Literacy Year'. South Asian Association for Regional Co-operation (SAARC) has also declared the year 1990 as SAARC year of the girl-child. In support of the United Nations and SAARC's appeals His Majesty's Government of Nepal started implementing "The national literacy campaign for the eradication of illiteracy."

MOEC, adult education section is conducting 1545 adult education classes and 915 out of school girls education classes in 56 districts of the kingdom. From this programme 22,875 girls will get opportunity to enroll at grade 3 of formal education after completing six month course of non-formal education plan. And to eradicate illiteracy from three districts MOEC has been conducting national literacy compaign programme. In this programme also 11,250 girls will get opportunity for formal schooling. In Nepal there is about 65-70% participation in adult education. In Nepal we are facing a great problems on relapsing of neo-literates into illiteracy for they do not get any opportunity of reading and writing. Therefore preventing them to relapse into illiteracy, MOEC is going to conduct 300 follow-up non-formal education centres where 9,000 women participants would be benefited. In this follow-up programme MOEC will use AJP materials and other health, forestry and income oriented materials. Tharu, Tamang, shoe maker (untouchable) etc. are socially and economically backward communities in Nepal. MOEC is giving first priority to these people in socio-economic development programmes.

Table

Proposed plan for the year 1991-92

General programme (NFE)

Type of Classes	Age group	No. of classes	No. of participants per class	Total No. of parti-ticipants
Adult	15-45	1545	30	46,350
Out of schools girls	6-14	915	30	27,450

Campaign Programme (NFE)

Adult	15-45	375	30	11,250
Cheli-Beti	6-14	375	30	11,250
Follow-up	15-45	300	30	9,000

1. Family life

- Family members - their roles and responsibilities
- Supplementary family income
- The family as a social institution
- Family needs and budgeting
- Family customs and traditions
- Responsible parenthood

2. Economics and Income

- Work and income
- Daily savings
- Improved agriculture
- Home gardening
- Village co-operatives

3. Health

- Food water and nutrition
- Healthy family
- Health problems
- Community health
- Health services

4. Civil consciousness

- Right and duties
- People's participation in development
- Our forests
- Our culture
- All people are equal
- My country

MOEC and other NGOs have developed dozens of follow up materials. MOEC is using 6 AJP materials as follow-up materials, "Useful things for daily life", "Building of a happy community", "Co-operatives for better life", "Guess what I'm doing!", "Let us plant tree" and "Fish needs enough oxygen". These materials are distributed to each adult education centre throughout the country.

Problems

- In general adult education classes (15-30 centres in each district) facilitator training and supervisory system is weak.

- In some places women do not feel safe at the evening.

- In hilly and mountains, takes long time to reach in the class.

- No follow-up programme only follow-up materials are distributed at the end of the cycle. No evaluation whether he/she reads the materials or not.

But in the campaign programme, there is a good supervision system and facilitator training programme. Follow-up programmes are also going to be conducted in a systematic way. We need more follow-up materials of simple and practical knowledge about family life, income, health and civil awareness. Until now MOEC has not developed special follow-up materials for women and disadvantaged groups.

Objectives of the Programme (NFE)

1. To make illiterate people aware of the importance of education.

2. To encourage illiterate people to be literate.

3. To motivate illiterate people in order to enroll them in schools and literacy classes.

4. To reduce illiteracy.

5. To make women conscious of their exploitation.

6. To provide them knowledge of ideal family life, health, nutrition, domestic economy, problem solving, environment and agriculture.

7. To diversify adults employment opportunities access to new skills and the wider societies with view to increasing their self-reliance and participatory opportunities.

Besides Adult Education Section, office of the women's education project has been conducting 3 major programmes.

1. Education of girls and women in Nepal
   The purpose of this project is to increase the number of female teachers in primary schools which, in turn, is expected to motivate a large proportion of girls in the community to join the local school.

2. Non-formal Education Programme
   As the main objective of this programme is to increase girl's participation in formal education, the programme is expected to induce the parents to have their daughters continue their education after finishing the NFE programme.

3. Scholarship programme
   For the promotion of female education a "Primary Scholorship Programme" was initiated in 1988.

More than 54 NGOs have been conducting NFE to assist government programme. Some of them have been conducting massive programmes.

Future Sight

With a new political change in Nepal, all the leading political parties have put education giving a higher priority in their agenda. The government is also trying to mobilize the financial resources externally and internally to implement the plan of "Basic and Primary Education 1991-2001".

PAKISTAN

1. About the Country

The Islamic Republic of Pakistan has a total area of 796,059 sq.km.

The country is divided into Federal territory and four provinces namely, Punjab, Sind, North

West Frontier Province (NWFP) and Baluchistan as administrative units. The Table-1 given below provides information on the distribution of area of the country.

Table 1 Distribution of area of Pakistan and its provinces

Area/Unit	Pakistan	Punjab	Sind	NWFP	Baluchistan	Federal Area
sq.km.	796,095	205,344	140,914	74,521	347,190	28,126
Percent	100	25.79	17.70	9.36	43.6	3.55

At present Pakistan is estimated to have a population of about 112 million with an annual population growth rate of about 3.1%. The population is unevenly distributed among various provinces. In terms of population, the Punjab is the biggest province having about 56.1% of the country's population. In terms of area, Baluchistan is the biggest province (about 43.6% of the country), but has only 5.1% of the country's population.

2. Literacy Situation in Pakistan

The literacy rates in Pakistan are calculated for population in the age-group 10 and above. The country is presently estimated to have a literacy rate of about 31% only. Illiteracy is more pronounced in rural areas and especially amongst rural females. Table 2 shows province-wise literacy rates in the country for population aged 10+ according to the 1981 census.

Province Wise Distribution of Literacy Rate Among Population 10+ (1981 Census)
(Figures in percent)

Area/ No. Province	All Areas			Urban			Rural		
	Both Sexes	Male	Femal	Both Sexes	Male	Female	Both Sexes	Male	Female
Pakistan	26.17	35.05	16.00	47.1	55.3	37.3	17.3	26.2	7.3
1. N.W.F.P.	16.7	25.9	6.5	35.8	47.0	21.9	13.2	21.7	3.8
2. Punjab	27.4	36.8	16.8	46.7	55.2	36.7	20.0	29.6	9.4
3. Sind	31.5	39.7	21.6	50.8	57.8	42.2	15.6	24.5	5.2
4. Baluchistan	10.3	15.2	4.3	32.2	42.4	18.5	6.2	9.8	1.8
5. Islamabad	51.7	63.1	37.5	63.3	71.3	52.7	33.8	49.6	15.9

Source: Census Report published by the Pakistan Census Commission

Illiterate Population

In absolute terms, the number of adult illiterates aged 10+ in the country are estimated to be about 57 million. Over 1.0 million people join the ranks of illiterates every year. According to 1981 census, the distribution of illiterate population in the country was as follows:

(In million)

S.No.	Area	Male	Female	Total
1.	Pakistan	19.533	22.060	41.593
2.	Punjab	11.057	12.886	23.943
3.	Sind	4.189	4.607	8.796
4.	N.W.F.P.	2.900	3.274	6.174
5.	Baluchistan	1.337	1.226	2.563

Souce: Census data

Major Causes of Low Literacy Rate in Pakistan

Some of the major causes of low literacy rates in the country are as follows:

1) Inadequacy of the primary education system
Failure of the primary education system to accommodate and retain all the primary school age group children in schools is the root cause of high illiteracy rate in this country. Universalization of primary education would stop the additions in the ranks of illiterate population. Different education policies announced by the government from time to time fixed various time frames for the universalization of primary education. For instance, the Education Policy of 1972-80 fixed 1979 as the date for boys. For girls, the target date was 1984 even today, the achievement of universalization of primary education remains a dream. It is estimated that only 63% of the primary school age children are at present

enrolled in schools and about 50% of them dropout before completing the primary education.

2) High population growth rate
The population of Pakistan is increasing at a rate of 3.1% per annum. This fast population growth rate neutralizes the efforts of the government of expansion of education facilities. In relative terms as a result of fast population growth rate, the number of illiterate population is increasing every year.

3) Poverty

Poverty is also one of the factors for low participation rates in schools. Poor parents cannot afford to send their children to private schools. In government run schools although nominal fees are charged, nevertheless, expenditure on uniforms and books is beyond the reach of some of the parents. Thus poor parents do not avail of facilities neither offered by private schools nor provided by government sponsored institutions. Instead of sending their children to schools, they put them on work to supplement family income.

4) Social attitudes/norms, especially for female education
Some of the parents do not like to spend any money on their daughter's education. According to them, when girls grow up, they get married and join other families. They consider any expenditure on girl's education as waste.

5) Low priority attached to literacy programmes
Education does not receive the priority it deserves in terms of financial allocations. Pakistan is spending only 2.2% of its GNP on education as against 5-6% spent by many other South Asian countries. In education sector, literacy programmes receive still lower priority. Thus no break through in the promotion of literacy is possible unless adequate funds are provided for the same.

6) Lack of motivation
Literacy has not yet been recognized as a felt need in this country. To attract people for literacy programmes a massive motivation campaign for both literate and illiterate population needs to be launched. Further, unless some incentives or compulsions are provided, the literacy programmes cannot yield the desired results.

7) Past efforts for the promotion of literacy in Pakistan
The efforts made in the past for the promotion of literacy in Pakistan did not yield positive results because of the following:

a) The programmes were not properly planned, implemented and supervised.
b) These were inadequately financed.
c) These were generally run as pilot projects and terminated abruptly without giving a fair trial.
d) To attract learners, no mass motivation campaign was launched.
e) Political support and provision of proper institutional structures for the management and monitoring of the adult literacy projects were lacking.

Some of the efforts made in this connection are listed below:

(1) A committee on adult education was constituted immediately after the country gained its independence in 1947. Lack of proper textual material, un-identification of strategies and non-specification of target population were the major weaknesses of the programme.

(2) The first organized attempt for promotion of adult literacy was the institution of village Agricultural and Industrial Development (V-Aid) programme in 1954. Since the entire programme was funded through foreign assistance, it came to an end abruptly after the foreign assistance was terminated.

(3) Adult education was made a part of the Government's Education Policy of 1972-80. However, funds provided were inadequate. Further, the policy provided for compulsory national education service by the students, which could not be implemented. Nevertheless, some useful literacy programmes were initiated by the non-governmental organizations, Pakistan Television Corporation and by the Local Government Department under the Integrated Rural Development Programme.

(4) Literacy & Mass Education Commission was established in 1981 under the National Education Policy of 1979. However, the commission remained dormant till 1983, after which it started some useful programmes, such as preparation of literacy materials, establishment of adult literacy centres and use of mass media (TV) for literacy programmes.

Existing Programmes

Some major, useful and effective programmes launched by the Literacy and Mass Education Commission for the promotion of literacy are as under:

1. President's 10 Points for the promotion of literacy
The President of Pakistan was pleased to announce in 1983 a 10 points programme for the promotion of literacy in the country. The activities under the 10 points included literacy drives by students, teachers, Armed Forces and other welfare agencies; provision of some incentives and compulsions; and literacy classes in government offices. Details of the President's 10 point programme are as under:

1) An annual drive every summer for literacy and mass education should be institutionalized as part of the national movement for literacy and mass education. All the various educational institutions in the country and all agencies dealing with education, as well

as other agencies such as the armed forces, non-government organizations such as guides and scouts organizations, voluntary social welfare agencies, etc. should participate in this drive.

2) University degree at the graduate and the post-graduate level should not be awarded to the candidates who have completed the requirements for these degrees and passed requisite examinations, until they have imparted literacy to at least one illiterate person. The level of literacy to be imparted for this purpose may be the basic Quranic qaida such as the 'Yassarnal Quran'.

3) All government organizations must arrange to impart literacy to their illiterate employees.

4) Illiterate prisoners who learn to read and write or those of the educated ones who appear and qualify in the public examination next higher to the one which they had already qualified, should be granted remission in their sentences.

5) Arms licenses, driving licenses and similar other licenses and permits should be granted only to literate persons.

6) Incentives and rewards be given to the communities i.e. villages, wards or mohallas which achieve hundred percent literacy e.g. preference in the allocation of roads, dispensaries/health centres or provision of electricity.

7) Rewards and incentives such as trophies and shields be given to the persons with outstanding achievement in the field of literacy and mass education. Outstanding work at the national level be recognized through civil awards or pride of performance medals.

8) Government grants to all social welfare institutions be made conditional upon their undertaking literacy/adult education programmes.

9) All deeni madaris should be requested to provide education at least in the understanding of the Quran in addition to reading the Quran Nazara.

10) The media, that is the radio and the TV, be used more often and more effectively in the service of education in general, and of adult education in particular.

2. Iqra Pilot Project

An experimental pilot project for the promotion of literacy in the twin districts of Islamabad and Rawalpindi was launched in 1986. Under this project any volunteer who could make one illiterate person literate was given a remuneration of Rs.1000/-. Necessary safeguards were provided in the project to check any frauds. 18,842 persons were made literate at a cost of Rs.24.87 million during one year of its implementation.

3. Nai Roshani Schools Project

Another major programme of Literacy and Mass Education Commission for the promotion of literacy amongst the youth was the establishment of Nai Roshani Schools. In fact the project was the first biggest organized non-formal effort at national level, to fight illiteracy. The programme aimed at providing a second chance to primary school dropouts and out-of-school youth, preferably between the age 10-14, to acquire literacy and primary level education. The span of education had been reduced and the 5 years primary course was condensed to 2 years, hence mobilizing drop-outs to compensate for their past deficiencies within shortest span of time. About 400,000 students benefited from this programme which was discontinued in June 1989.

Eradication of Illiteracy

For expeditious eradication of illiteracy from the country, it is imperative that:

a. Primary education is universalized.

b. Literacy programmes are supported and strengthened.

c. Follow-up literacy programmes are organized for the benefit of neo-literates.

Primary Education and Literacy

There is no doubt that only a firm base of primary education can ensure a lasting maximum rate of literacy in the country. However, if one were to take only the primary education route, the increase in literacy percentage will remain slow and it will take many decades to reduce the level of illiteracy, significantly. Further, the recognized age-group for primary schooling is 5-9 years. In case there is no literacy programme, children who cross the age of primary education and do not get the opportunity to get admission in primary schools, will remain illiterate throughout their life. The literacy programmes, therefore, should be supported and strengthened to supplement primary education in countries like Pakistan which has a huge backlog of adult illiterates.

Some Future Plans

Some future plans aiming at promotion of literacy in the country are described below:

1. Use of Quranic Literacy for Promotion of General Literacy

The 1981 census revealed that against an overall female literacy rate of 16%, the rate of Quranic Literacy among women was 41%. The higher incidence of Quranic Literacy among women is being capitalized upon to realize a rapid increase in the literacy percentage by converting Quranic Literacy into general literacy. All the 29 Arabic alphabets are included in Urdu. Only 7 additional independent characters and about 10 compound ones are needed to be learnt to acquire Urdu literacy.

To begin with, according to an approved project, 200 female literacy centres shall be established in 10 selected districts throughout the country.

2. Education for All in Selected Areas

The cabinet has recently approved a proposal submitted by the Ministry of Education to initiate programmes in selected areas including Islamabad Federal Area to make these illiteracy free by December 1992. The component of the programmes shall be:

a. Universalization of primary education.
b. Adult literacy programmes for illiterate adults.
c. Continuing education programmes.

3. Literacy through Televison

The project envisages telecasting of literacy lessons for adult illiterates. A 2nd TV channel is being established in the country which shall start telecasting programmes in early 1992.

4. Compulsions for Promotion of Literacy

The Federal Government has decided to promulgate literacy act for the promotion of literacy. To begin with it shall be invoked in selected districts. According to the literacy acts, passport (except Haj Passport), driving licences, arms licences, etc. shall not be issued to illiterate persons in these districts w.e.f. January 1, 1993. Further, illiterate persons shall not be eligible for government jobs. This is expected to increase demand for education.

Audio Visual Material

Radio and television has been extensively used in Pakistan for the promotion of literacy. The programmes titled "Ulf Ujala" and "Nia Din" were broadcast/telecast over radio and television, respectively, for about 7 years. Presently the Tele-Lessons are under revision and the TV Literacy Programme shall be re-commissioned soon.

Some NGOs, such as Adult Basic Education Society, have also developed video lessons for use in the Adult Literacy Centres.

Poster, charts and follow-up literacy booklets have been developed by a number of governmental and non-governmental agencies. For instance about 200 titles have been developed by NETCOM, ABES, Directorate of Adult Education, Family Planning Association of Pakistan, Allama Iqbal Open University, Pakistan Girl Guides Association, All Pakistan Women's Association, etc. The subject areas covered are religion, health, child care, nutrition, income generation, better life and other general topics. Slides, film strips, drama are also being used for motivating both illiterate and literate population to ensure their participation in adult literacy programmes.

PAPUA NEW GUINEA

Background

Papua New Guinea is located on the biggest island in the world (New Guinea), gained its independence in 1975 after many years of colonial rule under the Germans (New Guinea), the British (Papua), and finally the Australians who administered the Trust Territory of New Guinea until independence.

The country is divided into 19 Provinces and the National Capital District. The 1990 National Population Census put the figure of the people at 3,529,538. This excludes the North Solomons Province which was not counted due to political unrest.

After 16 years of independence, there are still a lot of problems arising (socially, economically, politically, and educationally), because of the conflicting and fast changes occurring in the country.

Papua New Guinea speak 869 different languages, with thousands of dialects. English is the official language while Tok Pisin and Hiri Motu are the Lingua Franchas. Most Papua New Guineans speak 4-5 languages.

Current Situation

Economically the country has a very big secondary industry and very recently, has experienced probably the biggest mining and petroleum boom in the Southern Hemisphere. While there are a lot of natural resources available, the country does not have the means nor the money to process these resource for it's own benefit. Instead, a lot of the raw material is taken out, processed and sold back to the country.

Politically, the country has a very strong democracy, but recently due to internal strife and increasing lawlessness, the government has passed bills in parliament that are suppressive in nature, of some basic human rights. The country follows the Westminster System of government with the Governor General as the Head of the State representing the Queen of England.

Educationally, the medium of instruction is English with most of the contents of the curriculum brought down directly from the colonial system that the country has found difficult to throw out. The country has three (3) government university institutions and one private university with numerous technical, vocational and higher education institutions throughout the country.

The literacy rate among the general population is 48% for males and 30% for females. It is estimated that only one quarter (1/4) of mothers of young children ARE literate. Even amongst urban women, only 52% had completed basic (primary) education.

Socially, only 2% of the population live in the urban areas where most of the government

resources are allocated, located, and most services are found. Less than 30% of the population is in the money making economy while the majority live on subsistence agriculture in the rural areas.

Education and the Disadvantaged Population

Women and girls, firstly, are traditionally regarded as the providers of food, growing, preparing the food, and feeding the menfolk. Thus, with the introduction of a Western style education system, females are in many instances not allowed to attain even the most basic education.

Likewise, the education system favours the urban children more than the rural, simply because the curriculum is geared towards the urban environment. So while a small group of rural children may attain basic education, a minute percentage of these children are girls.

A lot of the girls find it difficult to acquire paid employment after they finish their education and this, together with stories of girls being made pregnant while at school, discourages many parents from sending their daughters to school.

Secondly, the language used at school from primary school up, is English. Only those who can speak, read, and write English well have any chance of succeeding. This colonial legacy has meant that children in Papua New Guinea who go to school have two problems to overcome before they can succeed. They have to learn to read and write, and learn the English language at the same, making it doubly hard for them.

For girls, this makes it even harder, as they have to cope with a lot of negative attitudes before they face these problems.

Current Trends

A lot of literacy and awareness programmes are being carried out in the country targeted at the female population. These programmes are under the auspices of the both the government and the non-government organizations.

1. **Government**

The Government of Papua New Guinea has recently identified illiteracy and non-awareness of issues as two of the major factors that contribute towards a complacent society where people do not contribute effectively to the development of their society, nor do they possess the qualifications to be able to make critical analysis of their own situations to better them.

(a) The National Department of Education (NDOE)

In Papua New Guinea, the education system contributes a lot towards the alienation of certain sectors of the population (especially women and girls), and the adult illiterate population. Seeing this to be a major cause, the government passed its Language and Literacy Policy, whereby, all vernacular languages were given equal status as the official language and the lingua franchas.

This meant that it was now alright to use ANY language in official, or for school purposes. (Previously, the use of any language, other than English was punishable.)

This also meant that the government would support and encourage any initiatives taken by groups, other than the government line departments, that wanted to carry out literacy activities.

Under the governments own initiatives, the Literacy and Awareness Programme (LAP) was launched to coincide with the International Year of Literacy (1990). Under LAP, a Secretariat was set to oversee general Literacy and Awareness activities in the country and support any such initiatives.

In co-operation with the Literacy Unit of the National Department of Education (NDOE), the LAP began the task of co-ordinating all Literacy and Awareness activities that were being carried out by various groups (see Non-Government Organizations). The LAP has conducted numerous workshops for Surveying, Programme Planning, Materials Production and the Training of Trainers. But the problem lies in the fact that while the LAP was supposed to focus on awareness as well, little or no attention is given to this sector.

The LAP was set up to support and encourage existing programmes therefore the NDOE does not have any programmes, at the national level.

(b) The Department of Home Affairs and Youth (DHAY)

The DHAY which is responsible for Youth and Women, have several very successful programmes that it is implementing. One of the very successful programmes is the "National Womens Training and Awareness Package" which is being funded by ILO and UNFPA.

Under the programme, women are the target group and it focuses mainly on the women's life as as an equal partner in the development process. Literacy is seen as an integral part of the women's development, therefore the programme utilizes literacy as a tool to achieve the aims of the package which is to make women aware of the prevailing issues so that they can make critical analysis of their own situations in order to be able to take part fully in the development process.

The package is written up in a simple, easy to follow, step-by-step format whereby trainers and educators, with little education can be able to understand and make use of the material. The package contains other audio-visual aids that the recipients can use

in the programmes.

Another programme in the DHAY is the "Skills Based Literacy Programme for Women and Girls" which is being sponsored by Unesco (PROAP). Under this programme, two pilot projects are being set up (one in a rural area, and one in an urban settlement) where women and girls, with little or no education, are taught certain basic skills using literacy as the medium.

This is a fairly new programme which has just started this year and hopefully should be fully operational by 1992.

2. The Non-Governmental Organizations (NGO s)

Non-governmental Organizations (NGO s) have played a very prominent role in the provision of literacy and awareness to the disadvantaged populations of the country since the first missionaries arrived a century ago.

Traditionally, the churches saw their role as providing literacy so that the people could be able to read their bibles. This traditional role of the churches has continuously come under attack for the lack of foresight and it's inadequacy to empower people.

The Summer Institute of Linguistics, an American-based interdenominational organization has been in the country since the 1950's to preach the good news through the translation of the bible into the vernaculars and teach literacy so that people can be able to read their bibles.

Current trends have shifted from a 'literacy based' Literacy Programme to an 'awareness' based one, whereby, people are empowered to critically analyze each situation in their lives so that they can contribute meaningfully in the development process.

The Papua New Guinea Integral Human Development Trust (PNG TRUST) is a leading NGO in this new trend of Literacy and Awareness activities in the country. PNG TRUST is an umbrella organization of organizations, both government and non-government, that are involved in providing either literacy and/or awareness services to the disadvantaged population of the country.

PNG TRUST conducts workshops where participants are taught literacy provision skills using awareness themes so while learning/teaching literacy, the participants/trainers are made aware of developmental issues which affect their lives.

This process makes it possible for people to be aware of issues in the process of acquiring literacy, and vice versa! PNG TRUST works on the assumption that a literate population with no awareness background might as well stay illiterate because they are not critically aware to a level of understanding the aspects involved in the development process and their-day-to-day-lives.

In conclusion, while both the government and the non-governmental organizations provide services for literacy and awareness to virtually the whole population, these services are inadequate because they are not coordinated well. If only all the programmes were coordinated, there would be no duplication of services and thus the waste of money, a very scarce resource.

PHILIPPINES

Productivity Enhancement of Economic Projects (PEEP): Women's Liberation from Underdevelopment

Women are sustainers of life. They seek ways of protecting the life they bore and nurtured. They are always engaged in income generating projects (IGP). This is especially true of organized women.

In the Philippines in 1985, the number of illiterates in the 10-75 age group is 582,022. These illiterates are concentrated in areas where there is the highest under-employment rate. In a survey by the Functional Literacy, Education and Mass Media Survey (FLEMMS) in July 1989, the literacy rate is 89.8%. However only 73.2% of those surveyed are functionally literate and of this female compare to male by 73.6% to 72.8%. Participation rate in 1990 is 99.5% and cohort survival rate is 68.38%. However "reversion to illiteracy" of grade school leaners remain as a challenge to the organized women to work harder and more creatively to equip the female population of productivity skills through a programme of functional literacy.

After the Eighth Regional Workshop on the Preparation of Literacy Fellow-up Material in Asia and the Pacific last October 1990, the Non-Formal Education (NFE) of the Department of Education, Culture and Sports (DECS) conducted a National Training Workshop on Enhancing Regional Capability in Literacy Materials Development with Emphasis on Women Participation in Literacy Activities. Three regional workshops were also held. The outputs were picture series on "Women in Decision Making" (9 pictures) and "Women, You Deserve to be Happy" (one fold poster with facilitators guide...a before and after situation. A puzzle box on women: A Potential Resource in the Country Development was also made. This is adapted from the AJP puzzle box with women theme.

On enrollees for literacy classes in 1990, more female then male youth and adult enrolled and graduated although the drop-outs of female enrollees was greater. Moreover the female and male enrollees for the 1st quarter of 1991 is much higher than 1990 and again female enrollees is greater than the male. There is also a literacy programme for illiterates started by a Muslim women who is now a Senator. This is also supported by the NFE-DECS.

Among the women NGOs, efforts for implementing functional literacy programs was consistent. A grassroots women's organization

affiliated with the National Council of Women of the Philippines (NCWP) developed an indigenous training system which is a functional literacy program. The Katipunanng mga Bagong Philipinas (KaBaPa) initiated this program in 1975 on the call of the United Nations International Women's Year. These rural women who are mostly low-educated but are ardent land reform advocates felt that their liberation to attain equality development and peace could be achieved by embarking on a functional literacy program. The particular aim was to be good home-makers, community leaders and producers.

The uniqueness and indigenous character of this functional literacy program was that the teaching materials were made by the rural women themselves. They felt the need to learn more scientific and simple knowledge to attain recognition and equality so they asked professional to teach them. Then they wrote what was taught them so in the form of questions which they themselves answered. The system proved to be motivating, creative and informational.

These women's lives were changed. They were more successful as advocate of land reform. They were literally in the forefront for the passage and now even amendment to the Agrarian Reform Code. Lately they gathered more signature than the agricultural men for the amendment of the code through a constitutional provision of people's initiative. They are continuously lobbying for the amendment and passage of laws and are very active in the new style of lobbying for the implementation of laws from the national to the local levels. They asked their professional friends to teach them existing laws, translate these laws and then they make primers or guidelines on these laws.

The primer's or guidelines have an explanation of the topic, its relevance to the lives of the grassroots and in particular to the women. It also emphasizes how the subject of the primer can serve as a developmental tool for the daily life of the women. The guidelines explains, how the participants can carry out the tasks outlined by the subject and even prepares them on how to overcome the difficulties of attaining the noble but achievable goals. These guidelines are created as they feel the need to campaign for certain goals or tasks. For example, against demolitions of houses or land ejections, they made a primer in the urban land reform. Against the pollution and loss of harvest due to drought and floods, they made a primer on the Philippine Strategy for Sustainable Development (PSSD). On the debt problem they made a primer on Women and Debt. They also try to translate these guidelines into 2 other major languages and sometimes even in English.

As of today they have created 112 guidelines on different but very interconnected topics. The Productivity Enhancement of Economic Projects (PEEP) is a major accomplishment. It has 24 specific topics. Lately they are creating another set of guidelines on Women and Developmental Politics. This is in preparation for the elections of May 1992. Last May 1988, KaBaPa campaigned for a Women's Electoral Program of Action for the Village. The rural women formulated their program and campaigned for it to the different officials. Some run for office and won.

We are proud that the woman representative appointed by President Aquino for Congress is a leader of KaBaPa. She finished only grade 6 but she was nominated to the position by almost all the women NGOs and also the peasant NGOs. Congress has not confirmed her appointment. Moreover, majority of KaBaPa members are community leaders in their localities. They are rural health workers on nutrition, family planning, immunization, etc. They are also partners of the Department of Social Work and Community Development (DSWD) and other GOs in their localities to linkage the people to social services and livelihood project. Even if they are themselves victims of the Mt. Pinatubo disaster, they manage to perform social mobilization for relief and rehabilitation in their own areas.

The creativity of these low-educated women is admirable and almost unbelievable. Lately, they created a guidelines and manual to conduct the seminar on how to understand and manage the crisis of Disaster. This was an evenings work after a whole day seminar workshop of Psychiatrist on Psychosocial Processing for the Mt. Pinatubo victims. The doctors were literally aghast at the power of comprehension and professionalization of these former functionally illiterate women.

All these were accomplished because these women were constantly seeking knowledge. In 1975 they termed this as mass life long education program with the Bureau of Women and Minors of the Department of Labor Director Mrs. Lucena Alday. Later, these women cooperated with the Non-Formal Education of DECS Mrs. Bernardino. Now these women have succeeded in making under NCWP, 82 Womens League, Girl Scouts of the Philippine, Muslim Women, Young Women's Christians Association, Philippine Association of University Women, Deans of Home Economics, etc. to lead the functional literacy program for PEEP under the Education for All (EFA).

The EFA has recognized the initiative and validity of the indigenous training system and may adopt the system. Unesco Philippines will give some support for a trainor's training on PEEP but on a very limited basis.

The need for women's liberation from under-development is the call of the century. Indigenous functional literacy program is the best bearer, nurturer and producer of this process of liberation.

THAILAND

Literacy materials in Thailand

The results of research studies on illiteracy indicate that not less 80% of rural people are minimally literate and have less opportunity to continue their education. After some have

finished the primary schools, they rarely read books and eventually relapse into illiteracy. People in rural areas have insufficient opportunities to learn about the social changes and current events. Therefore, the Thai Government intends to expand educational opportunity for disadvantaged population by providing educational services such as village reading centres, public libraries, book donations, the supplementary reading materials, the promotion of quality of life and skills training.

Hence, the Department of NFE and many government agencies such as Community Development Department, The Ministry of Agriculture and Cooperatives, Ministry of Interior provide the supplementary reading materials in term of printing materials, posters. The government also provides the educational audio-visual for disseminating news, announcement, articles and various information to the public. The activities of radio programs including are offered education to the people who stay at home, have free time in the morning and evening.

Problem/Needs and successful case on development of literacy

In order strengthen the effectiveness of providing the educational audio-visual and reading materials for women and disadvantaged population to improve their life for the betterment, the follow-up activities are implemented. The contents of the reading materials for disadvantaged population are provided in various areas but the presentation of reading materials are the same. This study is found as follows:

1. The distributions of learning media have not mostly reached the target audiences who live in the remote rural areas. Generally, the media have been distributed from the central office in Bangkok through the local working units to the target groups. This method has been found ineffective.

2. Most of the target groups need the learning media with occupation contents, sanitation and public health respectively.

3. As a result of the central office's evaluation, it has been found that the learners require the media printed in bigger letters four times of the usual ones. However, the written from of the alphabets and photographed pictures used in the media are preferable. They also suggested that each learning material should contain more pictures with natural colours.

4. The local folks have been mostly recommended as a preferable type of learning materials. However, the other types such as documents and textbooks are also required.

Another type of the knowledge distribution is the use of village loud speaker which are mostly available at the village level throughout the country. As the result of an evaluation, it has been found that most audiences preferred the use of a play with 20 sessions on a set of cassette tapes concerning 8 basic needs' contents. The contents were designed based on local information collected from 12 villages by the form of questionnaires and interviews. However, the evaluation of this study can be summarized as follows:

1. A play-type media on radio could convey better knowledgeable message to the audiences than other types.

2. The study also found that most of the sample group concentrated on 5 to 10 sessions of the play and 11 to 15 sessions respectively. Most of them understood the contents presented, and also recommended to make use of the same play in other areas. They further informed that some ideas derived from listening to the play were applied to teach their young people. Additionally, they were impressed by the current playing group. However, it appeared that the audiences preferred this group to the others.

3. Most of the audiences recommended to use longer sessions in each play with better clearer sound system. They also suggested that the purposes of the lessons should be explained at the start of the play.

Recent Progress on Production of the National Versions of the AJP Materials

The ACCU has given various types of learning media to Thailand such as booklets, posters, games and other kinds of electric media. Some types of these media have been already translated into Thai language to be used for some existing situations. In 1991, a poster on "Everyone's water: How should we use it?" was translated and printed with 15,000 copies, then distributed publicly throughout the country. It was expected to be used in a number of village reading centres and other important places at the village level.

Other media which used to be produced and translated were as follows:

1. Let's safely use electricity.
2. Let's read.
3. Sanitation.
4. Nutrition (Card game).
5. Let's plant trees (Step by Step games)
6. Guidebook for Development and Production of materials for neo-literates.

Conclusion

In sum, literacy materials have been used vastly in Thailand. However, it required a systematic disseminating and networking in utilizing those scatter materials. Moreover, the processes of presenting materials efficiently at the proper time and proper situations are needed to be trained among the users. Therefore, materials alone are not the main problems in Thailand but the skilled facilitators who utilize the materials are most required.

VIETNAM

The Situation of Anti-illiteracy and Literacy Follow-up Materials in Vietnam

1. The illiteracy and anti-illiteracy situation in Vietnam

(1) Vietnam is a nation which has a long history and tradition in culture and education.

But formerly, under the foreign domination, due to the obscurantist policy, over 90% of the population was illiterate.

Therefore right after the regain of national independence, August 1945, our President Ho Chi Minh and Government launched a vigourous nation wide campaign against illiteracy.

So, by 1958, illiteracy was in the main eradicated in Northern Vietnam (at that times the number of literate people reached 93.4% of the population).

However, due to negative consequences of a long war and several socio-economic difficulties, illiteracy, like a chronic desease, has returned again.

(2) According to latest statistics, there are in our country about 2 million of adult (15-35 year ages) illiterate (i.e. about 3.3% of the population). Out of which:

-47% are concentrated in mountainous areas. The rate of illiterates is especially high for some ethnic minorities, living in high mountain or remote regions (75-90% of the population).

-31% in the Mekong River delta provinces.

The illiterate situation of women is worse than that of men. Although in our country the political role of women in the society is quite equal to men's ones, but in the practical daily life, especially in the family, their life conditions are more difficult than those of men. Besides that they are working persons they have more responsibility than men on many household works. For that reason the rate of female illiterates is usually high and amounts 60-70% of the total number of illiterates. According to age group, the number of female illiterates compared with the total ones is as follows:

15-19	58%
20-24	68%
25-29	69%
30-34	70%
35-40	65%
41-45	76%
46-50	75%
over 51	72%

In the other hand, approximately 1.2 million children (age group 6-10) don't go to primary school and over 1 million children (age group 11-14) leave the school before finishing the primary education. That would increase the number of illiterate, if we didn't have active and effective measures.

(3) Before this situation the struggle against illiteracy is considered to be very important task of the government and the whole society of our country. To resolve the problem, an investment, although limited but with a great effort of the government, is given to localities, in which priority is allocated to mountainous and remote regions. Warmly responding the International Literacy Year 1990, a National Commission for Eradication of Illiteracy was established. Recently, by mid 1991 our National Assembly have issued "Law on Universalization of Primary Education (UPE)" and the anti-illiteracy campaign is closely combine with the UPE and the continuing education. Anti-illiterate classes (or small groups) have been organized everywhere, near the houses or work places of learners. "Affection classes" have been arranged, serving underprivileged persons, including children in Urban areas.

(4) As results, the number of neo-literates realized in 1990 was 233,524. Although the national plan norm 350,000 was not yet achieved but this was a great effort in the context of severe financial constraints and the shortage of text books and other materials. In the first semester of 1991 there are in addition 55,207 more neo-literates.

2. The situation of follow-up literacy material development

(1) To enhance the basic culture background and improve the quality of life of the people, especially for rural areas, in our country there are many measures for dissemination of practical scientific knowledge:

- Realizing items on these topics on radio or television transmission,
- Organizing many small exhibitions or mobile film shows for rural regions,
- Publishing many booklets or non-book printing.

The very common topics are as follows: family planning, sanitation, preventing and treating of common diseases, ecology preservation, utilization and maintenance of family electrical/mechanical appliances...

(2) However, to consolidate the results of anti-illiteracy, the production of materials containing simple and practical knowledge, reserved for post-literates is of very important significances.

These materials, once well compiled, well printed and published with great number, will help much the learners and make them enjoyable in study. They are able to utilize these materials daily in order to improve their reading skill and knowledge.

Unfortunately there is a great shortage of such materials in our country.

(3) To resolve this problem, studying the experiences of regional workshops convened by ACCU, we organized, from 1988 to 1991, five national workshops to train about the utilization of AJP materials as well as the preparation of

new ones. Through these workshops many draft booklets or posters have been realized, e.g., Taking care of old-aged parents, Preventing and treating of Malaria, Dengue fever, Trachoma..., pig raising, preventing of newcastle's disease of chicken, anti-thunderbolt measures...

Therefore, due to financial limitation, the majority of these materials are not yet widely published in order that they can help neo-literates.

(4) Concerning the translation and adaptation of AJP materials, we have:

- translated and published 13 volumes of AJP materials
- adapted and published some booklets: Baby's Food, Tree Planting for More Income, How to Use the Well System.
- adapted and published some posters: Everyone's Water, How to Improve the Well System.

In addition, we have translated and printed many booklets of other countries.

3. Some particular attention for women

Considering the difficulties and characteristics of women, we paid much attention to them.

(1) Particular objectives on compilation of programmes and complementary materials for women, especially those living in rural areas, have been determined:

- To raise the role and enhance the ability of women as working persons (knowledge and professional skills in production/business works...for more income)
- To raise the role and enhance the ability of women as wives/mothers (knowledge on family planning, home arrangement, feeding and educating children, improving life conditions...)
- To raise the role and enhance the ability of women as citizens (knowledge on the rights and the role of women in the society...)

(2) Some principles on compilation of materials using for women with limited reading skill have been suggested:

- consistency between the objective, the content and the expression form.
- attractiveness both in content and the appearance.
- suitability between the content and the psycho-physiological characteristics of women as well as the local peculiarity
- stimulation of the self-confidence, self-mastery and the sense of initiative of women.

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CHAPTER III

Planning of the National Follow-up Activities

1. Outline for Preparation of National Follow-up Activity Plans

2. National Follow-up Activity Plans Submitted by Participating Countries

   Bangladesh, China, India, Laos, Nepal, Pakistan, Thailand, Vietnam

1. Outline for Preparation of National Follow-up Activity Plans

ACCU is prepared to make, in co-operation with Unesco PROAP, financial assistance to national follow-up activities planned and to be executed by participating countries. The projects to which financial assistance may be provided will be selected in accordance with the following guideline:

1. Eligible project:

Among the national follow-up activity plans to be submitted by the country teams during the present Workshop, the projects which are planned and executed under the following line is eligible:

Organization of a national training workshop on the preparation of literacy follow-up materials, where the AJP materials, including "Guidebook for Development and Production of Materials for Neo-Literates" are used as a part of working documents.

2. Amount of Assistance:

US$500 to US$1,000 per country will be assisted.

3. Selection and endorsement:

(1) After the present Workshop, ACCU will, in consultation with Unesco PROAP, make a selection of the recipients.

(2) ACCU will then obtain endorsement from the National Commissions for Unesco concerned and conclude contrast with the Commissions for execution of the Projects.

4. Schedule of execution:

- Notification to the recipients: End of January 1992
- Completion of selected projects: End of July 1992
- Submission of report to ACCU: End of September 1992

5. Contents of National Training Workshop

(1) Objectives and contents of the training

(2) Number of participants and their back-ground

(3) Venue and date

(4) Tentative programme of the Workshop

(5) Faculty member

(6) Training materials

(7) Assistance sought from ACCU/Unesco PROAP

2. National Follow-up Activity Plans Submitted by Participating Countries

BANGLADESH

Organization of National Workshop

1. Objectives and contents of the training:
   Giving technical knowledge in preparing literacy/audio visual materials to participants

2. Number of participants and their back-ground:

1) Personnel engaged in educational policy making (10)
2) Head of prominent NGOs having literacy

3. Venue and date:
   NAEM, DHAKA National Academy for Educational Management

4. Tentative programme of the Workshop:
   January/February, 1992

5. Faculty member:
   Executive Director, Mass Education Programme and Seev Bangladesh Dhaka National Unesco Commission

6. Training materials
   Books, poster, Kamishibai show

7. Assistance sought from ACCU/Unesco PROAP

   (1) Financial: $5,000 from PROAP
   (2) Technical: 4 resource persons
   (2 from ACCU & PROAP
   2 from Bangladesh)

8. Name of the Workshop

   Literacy follow-up materials for women. The training of personnel responsible for the preparation of audio-visual materials for women in rural areas.

CHINA

Organization of National Workshop

1. Objectives and contents of the training:
   The objective of workshop is to train the compilers by studying experiences of other Asian and Pacific countries, combine with the practical conditions in China, improve the quality of post-literacy materials. The national workshop will use the AJP materials and "Guidebook for Development and Production of Materials for Neo-literates" as part of working documents.

2. Number of participants and their back-ground:
   30 people: Each province will select the key members to participate the training, who has rich experiences in literacy education and post-literacy materials.

3. Venue and date:

   Place: Beijing, China
   Date : May 1992

4. Tentative programme of the Workshop:
   5 days

5. Faculty member:

1) Mr. Li Jialin, head of Adult Education Department of State Education Commission
2) Mr. Fang Defu, Director, Editorial Department of the People's Education Press.
3) Mr. Yu Bo, Professor, National Institute of Educational Research
4) Mrs. Dong Wenfang, Associate Professor, National Institute of Educational Research
5) Material and Teaching Method Section of Henan Province

6. Training materials

1) AJP materials
2) Guidebook for Development and Production of materials for "Neo-literates"
3) Some excellent post-literacy materials published in our country

7. Assistance sought from ACCU/Unesco PROAP

   (1) Financial: US$1,000 for the workshop
   (2) Technical:
   (3) Material: Guidebook for the Development and Production of Materials for Neo-literates (10 copies)

8. Name of the Workshop

   The Workshop on Compilers of Posjt-literacy materials in China.

INDIA

Organization of National Workshop

1. Objectives and contents of the training:
1) To train people in production of material for total literacy campaign
2) To give identify special needs of women 2 girls 2 prepare produce material based on those needs.

2. Number of participants and their background:
   30 writer and illustrators from different SRCs and voluntary agencies, school teachers.

3. Venue and date:
   Delhi or U.P.

4. Tentative programme of the Workshop:
   End of Feb. 92 or lst week of March 92 approximately 12 days

5. Faculty member: Nishat Farooq,
   Director SRC

6. Training materials
   Hand outs, guide, books, posters, etc.

7. Assistance sought from ACCU/Unesco PROAP

   (1) Financial: X
   (2) Technical: X
   (3) Material

8. Name of the Workshop

   Production of motivational and post literacy material for 'Total Literacy Campaign' areas - specially for women and girls.

LAOS

Organization of National Workshop

1. Objectives and contents of the training:
- To provide training experience mainly on audio-visuals materials for women and other disadvantaged population
- The study of needs and problems in rural areas.
- The development and the field testing of materials
- Develop and produce literacy follow up materials for neo-literates and illiterates.
- Presentation and discussion: How to develop materials
- Survey needs and problem
- Presentation of rural report
- Development of materials (Group work), analysis of results and final report
- Others things

2. Number of participants and their background:
- Non-formal Education Department
- Each province
- Some rural areas
- Lao women
- Other organizations
  Include total: 30 persons

3. Venue and date:
- Venue ___ municipality
- Date June 1992

4. Tentative programme of the Workshop:
   10 days
- Opening of workshop
- Report of internal organizations
- Report of the Department of NFE
- How to produce the materials
- Rural report
- Field survey, group work and result, testing of field
- Other thing
- ____ of closing

5. Faculty member:

6. Training materials

7. Assistance sought from ACCU/Unesco PROAP

   (1) Financial: ACCU $1,000
   Unesco $ 100
   Unicef $ 100
   (2) Technical: 1) From ACCU, 2) from Thailand, 3) from Laos
   (3) Material

8. Name of the Workshop: National workshop

NEPAL

Organization of National Workshop

1. Objectives and contents of the training: to train participants in preparing audio-visual aids using multiple media for use in non-formal education/literacy programs designed for rural women

2. Number of participants and their background: 30

3. Venue and date: Kathmandu

4. Tentative programme of the Workshop:

5. Faculty member:

   Adult Education Section, Ministry of Education and Culture

6. Training materials
   printed materials, etc.

7. Assistance sought from ACCU/Unesco PROAP

   (1) Financial: US$1,000
   (2) Technical
   (3) Material

8. Name of the Workshop
   Preparation of Audio Visual Literacy Materials fro Women in Rural Areas of Nepal

PAKISTAN

Organization of National Workshop

1. Objectives and contents of the training:

   to provide training on the development of literacy materials

2. Number of participants and their background: 30

3. Venue and date: 1992

4. Tentative programme of the Workshop:

5. Faculty member:

   Ministry of Education, Pakistan

6. Training materials

   AJP Materials and guidebook

7. Assistance sought from ACCU/Unesco PROAP

   (1) Financial X
   (2) Technical X
   (3) Material X

8. Name of the Workshop
   National Workshop on the Preparation of Literacy Follow-up Materials in Pakistan

THAILAND

Organization of National Workshop

1. Objectives and contents of the training:

   To train the NFE personal at regional and provincial centers in arranging broadcasting programmes and producing of cassette tape for village loud speaker.
   To provide cassette tapes for village loud speaker

2. Number of participants and their background: 30 persons from NFF personal at regional and provincial center.

3. Venue and date: July 1992

4. Tentative programme of the Workshop:
   1 day: Sharing knowledge and experiences and presenting of research
   2 day: Presenting various type of radio broadcasting programme.
   3 day: Village survay analysis
   4/5 day: Script writing and programme producing
   6 day: Field training
   7 day: Improving the programme

5. Faculty member: NFE Department, Thailand

6. Training materials

   1. Book 2. AJP Prototype 3. Cassette tape

7. Assistance sought from ACCU/Unesco PROAP

   (1) Financial $1,000
   (2) Technical
   (3) Material

8. Name of the Workshop

   Production of cassette tape for village loud speaker.

VIETNAM

Organization of National Workshop

1. Objectives and contents of the training:

   To raise awareness of the participants attending the National Workshop: methods, principles of the preparation of literacy follow-up materials. To develop some materials.

2. Number of participants and their background: 25 participants
   They are working in the Education Services (in the field of Literacy and Follow-up Literacy Education)

3. Venue and date: In July 1992
   In Ha Noi City, Vietnam

4. Tentative programme of the Workshop:
a) Presentation of the methods, principles and experience on preparation of literacy follow-up materials.
b) Development of some literacy follow-up mateirals

5. Faculty member:

Faculty member is those who have participated in the Ninth Regional Workshop and other regional workshops of ACCU.

6. Training materials

Guidebook for Development and Production of materials for Neo-Literates and the Regional Workshops' final reports.

7. Assistance sought from ACCU/Unesco PROAP

(1) Financial US$1,000
(2) Technical
(3) Material AJP Prototypes

8. Name of the Workshop

National Training Workshop on the preparation of literacy follow-up materials.

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ANNEX AND APPENDIX

Annex

1. General Information
2. Programme of the Workshop
3. List of Participants
4. List of ACCU's Assistance for Literacy Activities in Respective Countries

Appendix

1. Inaugural Address by Mr. Syed Fakhar Imam, Education Minister, Pakistan
2. Address by Mr. T.M. Sakya, Educational Adviser, Unesco PROAP
3. Opening Address by Mr. Shigeo Miyamoto, Executive Director, ACCU

ANNEX

1. General Information

The Asian Cultural Centre for Unesco (ACCU) and the Primary and Non-formal Education Wing, Ministry of Education, Government of Pakistan will jointly organize the Ninth Regional Workshop on the Preparation of Audio-Visual Literacy Follow-up Materials for Women and Other Disadvantaged Population in Asia and the Pacific, in collaboration with the Unesco Principal Regional Office for Asia and the Pacific (PROAP), the Pakistan National Commission for Unesco and the Japanese National Commission for Unesco, to achieve one of the goals of "Education for All".

1. Background

Since 1983, ACCU has organized Regional Workshops on the Preparation of Literacy Follow-up Materials in Asia and the Pacific in close collaboration with Unesco PROAP.

Through such Regional Workshops where draft literacy follow-up materials have been developed, ACCU has so far produced 41 kinds of materials for neo-literates (prototype in English) under the Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP materials), in close connection with ATLP curriculum.

In the Eighth Regional Workshop held in Pattaya, Thailand in 1990, it was recommended to urgently develop literacy follow-up materials targeting to disadvantaged population including women, slum dwellers, minorities and migrants. Following the recommendation and recognizing that audio-visual materials containing simple and practical scientific knowledge can be very effective media for greatly serving to 'Education for All' in the region, the Ninth Regional Workshop on Preparation of Audio-Visual Literacy Follow-up Materials for Women and Other Disadvantaged Population is being held in Islamabad, Pakistan, on 2-13 November 1991.

2. Objective

The objective of the Workshop will be to provide training experience mainly on audio-visual materials development including slides, picture story telling, puppet play and radio programme (excluding video) for women and other disadvantaged population such as slum dwellers, minorities and migrants in the context of Education for All, to the participants from Unesco Member States in the region in:

- the study of needs and problems in rural areas especially of women and other disadvantaged population;
- the development and field testing of materials containing simple and practical scientific knowledge for women and other disadvantaged population (materials including audio-visual and printed supplementary ones)
- the evaluation and adaptation of neo-literate materials with special reference to AJP
- discussion on the distribution and utilization of literacy follow-up materials

3. Time and venue

The Workshop will take place in Islamabad, Pakistan from Saturday 2 to Wednesday 13 November 1991.

4. Contents

To achieve the above objective, the contents of the Workshop will consist of the following issues:

(1) Presentation and exchange of information on literacy situation of women and other disadvantaged population

   a. Exchange of information among participants
   b. Understanding of the literacy follow-up materials produced in Pakistan

(2) Development of audio-visual materials including printed ones for women and other disadvantaged population

   a. Input on method of developing materials in relation to the ATLP curriculum, especially for women and other disadvantaged population
   b. Study of preference of women and other disadvantaged population
   c. Survey of the needs and problems of women and other disadvantaged population in rural areas, including analysis and relevance
   d. Development of effective and attractive literacy follow-up materials for women and other disadvantaged population
   e. Field testing of the materials developed during the workshop and the new draft AJP materials
   f. Evaluation and adaptation of the existing literacy follow-up materials

(3) Distribution, utilization of the materials developed and AJP materials and follow-up activities

   a. Planning of effective distribution and utilization of the neo-literate materials
   b. Presentation and discussion on the report of the follow-up activities of the Eighth Regional Workshop
   c. Planning of follow-up activities in respective countries

(4) Others

   a. Study of draft New Guidebook
   b. Study of new project, Joint Production of Literacy Campaign Animation Video in Asia and the Pacific
   c. Presentation of ACCU's Assistance for Literacy Activities in Asia and the Pacific

5. Participation

(1) Participants:
Nomination of two participants from each country belonging to Group (A) below, and of one participant from each country belonging to Group (B) below, is to be received through respective National Commissions for Unesco.

Group (A) (South-west Asian countries)
Afghanistan, Bangladesh, Bhutan, India, Iran, Nepal, Maldives, Mongolia, Pakistan

(from Pakistan up to four participants)

Group (B) (South-east Asian countries)
China, Indonesia, Laos, Malaysia, Papua New Guinea, Philippines, Thailand, Vietnam

(2) Resource persons:
A few resource persons will be invited.

(3) UNESCO:
A few experts from UNESCO will participate.

(4) Observers from international organizations such as UNICEF, WHO, ILO, UNFPA and NGOs will be invited at their own expenses.

6. Qualification of the participants:

Either:

(a) One who is in a position responsible for planning, editing and producing literacy follow-up materials for women and other disadvantaged population

and/or

(b) A person who is actually engaged in production of literacy materials (illustrator, designer, etc.)

(For the participants, preference should be given to women.)

7. Schedule

See the tentative schedule attached to this General Information.
(To be sent in due course)

8. Working language

The working language will be English. However, for the sake of field testing, materials developed during the Workshop will be translated into the Urdu language of Pakistan.

9. Country report

Each participant is requested to prepare a paper on the following items:

1) Up-to-date illiteracy situation, especially of women and other disadvantaged population in the country
knowledge, especially for women and other disadvantaged population in the country

3) Recent progress on production of the national versions of the AJP materials

(The report should be prepared in 4-5 pages of A4 size (around 350 words a page)

and to bring the following materials:

1) Successful literacy follow-up materials for women and other disadvantaged population including audio-visual and printed ones with English information (title, objective, contents, target audience, production organization, etc.)

2) Newly produced national versions of the AJP materials

10. Financial arrangement

ACCU will provide each participant and resource person with a return air ticket (full fare economy class) between the international airport nearest his/her residence and Islamabad, Pakistan and with daily subsistence allowance from Friday 1 to Wednesday 13 November 1991.

11. Correspondence

All inquiries/correspondence concerning the Workshop should be addressed to:

The Director-General
Asian Cultural Centre for Unesco (ACCU)
No.6, Fukuromachi, Shinjuku-ku,
Tokyo, 162 JAPAN

(phone) +81-3-3269-4445, 4435
(fax) +81-3-3269-4510
(cable) ASCULCENTRE TOKYO

Primary and Non-formal Education Wing,
Ministry of Education,
Government of Pakistan
Islamabad
PAKISTAN

(phone) +92-51-812827
(cable) EDUCATION MINISTRY ISLAMABAD

2. Programme

2 November (Saturday) 1991

8:30 a.m.	Registration
9:00 a.m.	Opening of the Workshop
9:45 a.m.	Tea break
10:45a.m.	Self Introduction by participants
11:30-1:00 p.m.	Orientation of Workshop by Unesco and ACCU
	Election of office bearers
1:00-2:00p.m.	Lunch/Pray break
2:00-2:30 p.m.	Presentation of activities of ACCU and Unesco
	ACCU's Regional Programme with special reference to literacy activities by Mr. T.M. Shigeo Miyamoto, Executive Director, ACCU
2:30-3:00 p.m.	Literacy and Post-Literacy Curriculum Development by Mr. T.M. Sakya, Educational Adviser, Unesco PROAP
3:00-3:30 p.m.	Presentation of Country Reports by participants
3:30-3:45 p.m.	Tea break
3:45-6:00 p.m.	Presentation of Country Reports (Continued)
7:00 p.m.	Dinner at Daman-e-Koh, Islamabad, hosted by ACCU

3 November (Sunday) 1991

8:30-10:30 a.m.	Presentation of Country Reports (Continued)
10:30-10:45 a.m.	Tea break
10:45-11:30 a.m.	Presentation of Country Reports (Continued)
11:30-1:00 p.m.	Presentation and discussion on: "How to develop literacy follow-up materials for women and other disadvantaged population-Pakistan experience-" by Mr. Rana Ghulam Mohammad, Pakistan
1:00-2:00 p.m.	Lunch/Pray Break
2:00-3:30 p.m.	Presentation and discussion on: "Essential and important points (practical theory) on development of literacy follow-up materials for women and other disadvantaged population -Field Survey, Preparation, Field testing of the materials-" by Ms. Nishat Farooq, India
3:30-3:45 p.m.	Tea Break
3:45-5:00 p.m.	Presentation and discussion on: "Importance of application of simple and practical scientific knowledge into literacy follow-up materials by Dr. Ijaz Ahmad Chaudhry, Pakistan
5:00-6:30 p.m.	Presentation and discussion on: "How to develop attractive and effective audio visual literacy materials" by Mr. Sharad Ranjit, UNICEF, Kathmandu, Nepal
7:00-9:00 p.m.	Meeting of the Steering Committee

4 November (Monday) 1991

9:00 a.m.	Briefing of field visit sith explanation pf the method of field survey including NP Method by ACCU
10:00-10:30 a.m.	Group formation: Group A: For women in rural areas Group B: For slum dwellers Group C: For migrants Group D: For minorities
10:30-10:45 a.m.	Tea Break
10:45-1:00 p.m.	Briefing on profile of four villages to be surveyed and election of chairperson and rapporteur in each group (Group Work)
1:00-2:00 p.m.	Lunch/Pray Break
2:00-6:00 p.m.	Field visit to four villages by groups
	Preparation of questionnaire to be used in field survey (Group Work)

5 November (Tuesday) 1991

9:00 a.m.	Field Survey in four villages (Group Work)
Afternoon:	Analysis of field data, identification and discussion on needs and problems, their solutions and selection of topics, contents and formats of materials to be developed (Group Work)

6 November (Wednesday) 1991

9:00-10:30 a.m.	Presentation of the results of field survey by each group
10:30-10:45 a.m.	Tea break

10:45-11:30 a.m. Presentation of results (Continued)

regional literacy activities, including assistance to follow-up activities in participating countries

11:30-1:00 p.m. Introduction of AJP materials (materials produced under the Asian/Pacific Joint Production Programme of Materials for Neo-literates in Rural Areas

1:00-2:00 p.m. Lunch/Prayer Break

2:00-6:00 p.m. Development of materials (Group Work)

7 November (Thursday) 1991

9:00-7:30 p.m. Development of materials (continued) (Group Work)

8 November (Friday) 1991

Excursion to Taxila, Faisal Mosque and Friday Market

9 November (Saturday) 1991

9:00-7:00 p.m. Development of materials (continued) (Group Work)

10 November (Sunday) 1991

9:00-5:30 p.m. Development of materials (continued) (Group Work)

5:30-7:30 p.m. Preparation for field testing (Group Work)

11 November (Monday) 1991

9:00-10:30 a.m. Presentation (with simulation) of draft materials by four groups

10:30-10:45 a.m. Tea Break

11:00-4:00 p.m. Field testing (Group Work)

4:00-4:30 p.m. Tea Break

4:30-7:30 p.m. Analysis of results of field testing (Group Work)

12 November (Tuesday) 1991

9:00-10:30 a.m. Revision, improvement and finalization of the materials based on the field testing (Group Work)

10:30-10:45 a.m. Tea Break

10:45-1:00 p.m. Presentation of the developed materials and results of the group work

1:00-2:00 p.m. Lunch/Prayer Break

2:00-3:00 p.m. Explanation of ACCU's regional literacy activities, including assistance to follow-up activities in participating countries

13 November (Wednesday) 1991

10:00-12:00 noon Adoption of the draft final report including recommendations

12:15 p.m. Closing of the Workshop

3. List of Participants

Participants

1.	Bangladesh	Ms. Zeenat Ara Bhuiyan General Secretary Bangladesh Jatiyo Sangstha (Bangladesh National Women Organization) Dhaka
		Ms. Naila Suraiya Islam Assistant Secretary Ministry of Education Dhaka
2.	Bhutan	Mr. Dorjee Tshering Assistant Principal National Institute of Education Samchi
		Mr. Galley Dorji Technician Department of Education Thimpu
3.	China	Ms. Luo Xiaomin Assistant Researcher Adult Education Office China Education Research Institute Beijing
4.	India	Mr. S.K. Wahal Senior Technical Assistant Directorate of Adult Education, Govt. of India New Delhi
5.	Indonesia	Ms. Widarmi D. Wijana Staff Directorate of Community Education, Directorate General Out-of-School Education Youth and Sports, Ministry of Education and Culture, Jakarta
6.	Iran	Mr. Bashir Khazamipour Literacy Movement Organization Tehran
		Mr. Hojatollah Valad-baigi Literacy Movement Organization Tehran
7.	Laos	Mr. Amphayvong Phongsisay Senior Officer Ministry of Education and Sports Vientiane
	Malaysia	Ms. Noriah bte Long Assistant Director Family Development Community Development Division (KEMAS) Ministry of National and Rural Development Kuala Lumpur
9.	Maldives	Mr. Ahmed Zahir Community Teacher Educator Non-formal Education Unit Ministry of Education Male
		Mr. Hussain Ali Manik Illustrator/Artist Non-formal Education Unit Ministry of Education Male
10.	Mongolia	Mr. Purevdorjiin Dorj Head, General and Basic Education Department Ministry of Education Ulan Bator
		Ms. Tsagaanhuugiin Undrakh Officer Ministry of Education Ulan Bator
11.	Nepal	Mr. A.K. Tiwari Secondary School Inspector District Education Inspector's Office Nuwakot
12.	Pakistan	Mr. Musarrat Hussain Rizvi Subject Specialist Bureau of Curriculum and Extension Wing Sind
		Ms. Iffat Rizvi Curriculum Research and Development Centre, Wahdat Colony, Lahore
13.	Papua New Guinea	Ms. Helen Pilon, Public Relation Officer Women's Programme/Literacy Worker
14.	Philippines	Ms. Aida F. Lava Technical Consultant The National Council of Women of the Philippines (NCWP) Manila Secretary for External Affairs Rural Women's Organization (KaBaPa) M.M. Philippines

15. Thailand	Ms. Suporn Preecha-Anan Education Officer Division of Non-formal Education Development Department of Non-formal Education Ministry of Education Bangkok
16. Vietnam	Mr. Nguyen Nhat Quang Deputy Director Continuing Education Department Ministry of Education Hanoi
Resource Persons	
	Ms. Nishat Farooq Director State Resource Centre, Jamia Millia Islamia New Delhi 25 India
	Mr. Sharad Ranjit Asst. Programme Communication & Information Officer UNICEF Kathmandu Nepal
	Mr. Rana Ghulam Mohammad Principal Local Government Training Institute Lalamusa District Gujrat, Punjab Pakistan
	Dr. Ijaz Ahmed Ch. Secretary National Education & Training Commission Islamabad Pakistan
Unesco	Mr. T.M. Sakya Education Adviser/Coordinator of APPEAL Unesco Principal Regional Office for Asia and the Pacific (PROAP) Bangkok, Thailand
ACCU	Mr. Shiego Miyamoto Executive Director Asian Cultural Centre for Unesco (ACCU) Tokyo
	Mr. Shinji Tajima Chief Literacy and Book Development Section
	Mr. Shigeru Aoyagi Deputy Chief Literacy and Book Development Section
	Ms. Taeko Kurokawa Assistant Chief Literacy and Book Development Section
Pakistan Secretariat	Dr. Abdul Aziz Khan Joint Educational Adviser
	Mr. Muhammad Yusaf Chohan Deputy Educational Adviser
	Mr. Saqib Ali Khan Assistant Educational Adviser
	Mr. Ahmed Din Uttra Education Officer

List of ACCU's Assistance for Literacy Activities in Respective Countries in Asia and the Pacific with Co-operation of UNESCO

Regular participating countries in ACCU's literacy programmes (17 countries)

Afghanistan, Bangladesh, Bhutan, China, India, Indonesia, Iran, Laos, Malaysia, Maldives, Mongolia, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand, Vietnam

Title of Assistance	Objective	Contents of Assistance	Application	Schedule
(MATERIAL PRODUCTION) 1 DISSEMINATION SCHEME OF NATIONAL VERSIONS OF AJP MATERIALS	To encourage participating countries to produce and distribute their national versions of AJP prototypes in large quantity; every year until the year 2000	(1)Provision of film positives for printing (max. 3 kinds per country) (2)Financial assistance (max. around US$2,300 per country) *Every year, 17 countries	Through Unesco National Commission (NATCOM) with the prescribed application form	Sep.'91 Application Due Oct.'91 Making Memorandum Dec.'91 Originals to ACCU Jan.'92 Films to Applicant Mar.'92 Materials and Report to ACCU
(TRAINING PERSONNEL) 2 NATIONAL WORKSHOPS TO FOLLOW-UP REGIONAL WORKSHOP	To follow-up Regional Workshops (RW), ACCU-UNESCO partly assists the participating countries to hold National Workshops	(1)Financial assistance (around US$1,000 per country) *After every RW, every participating country	Every participant of the annual RW can apply directly to ACCU with the prescribed form	Dec.'91 [illegible]cation Due Feb.'92 [illegible]aking Contract Mar.-Nov.'92 Holding NW
3 SENDING TEAM OF EXPERTS FOR CONDUCTING NATIONAL WORKSHOP ON NEO-LITERATE MATERIALS DEVELOPMENT	To send international experts to organize National Workshops jointly by the host country, ACCU and PROAP	(1)Financial assist. (approx.US$2,300) (2)Foreign experts/ACCU staff service (3)Provision of equipment for Workshop not exceeding approx. US$2,300 *One country per year	Request through NATCOM	(one country per year) 1985 - Nepal 1986 - Indonesia 1987 - China 1988 - Vietnam 1989 - Pakistan 1990 - Malaysia 1991 - Philippines 1992 - under consideration

Title of Assistance	Objective	Contents of Assistance	Application	Schedule
(CONTEST) 4 ACCU PRIZES FOR FULLY ILLUSTRATED LITERACY FOLLOW-UP MATERIALS (Biennial Contest)	To encourage literacy materials developing organizations by awarding prizes to excellent materials	(1)First Prize - US$1,500 to 1 work (2)Second Prize - US$1,000 to 1 work (3)Third prize - US$300 to 8 works (4)Honorable Mentions to 5 works	Acceptable directly from entrants or through NATCOM with the prescribed form	Aug.'91 Invitation Start Jan.'92 Deadline of Entry Apr.'92 Jury Meeting May '92 Announcement

***Participating countries of the above contest**
17 countries plus Fiji, Myanmer, Samoa, Sri Lanka, Tonga

(OTHERS) 5 SENDING AJP PROTOTYPES (in English)	To contribute to upgrading quality of materials produced in respective countries by sending prototypes	(1)Sending Literacy Follow-up Materials (41 kinds)	Just request in letter form directly to ACCU	Open Anytime

***Participating countries of the above**
Any country in the World

ACCU'S OTHER LITERACY RELATED PROGRAMMES

1. Regional Workshop on the Preparation of Literacy Follow-up Materials

   - Held every year
   - Organized in collaboration with host country and Unesco
   - One/two participant/s each to be invited from 17 countries
   - 9th RW to be held in Pakistan in November 1991
   - Target audience of the materials to be developed: Neo-Literate people in Asia and the Pacific

2. Sub-Regional Workshop on the Development of Basic Literacy Reading Materials

   - Held every year
   - Organized in collaboration with host country and Unesco
   - Three participants each to be invited from 8 countries in S.W. Asia for 1st SRW (1992) and from 9 countries in S.E. Asia for 2nd SRW (1993)
   - Target audience of the materials to be developed: Illiterate people in Asia and the Pacific

3. Planning Meeting on the Asian/Pacific Joint Production Programme of Materials for Neo-Literates (AJP)

   - Held every year in Tokyo
   - One expert each from 5-6 Asian/Pacific countries to be invited

***All the inquiries should be addressed to:**
The Director-General, Asian Cultural Centre for Unesco (ACCU)
No.6 Fukuromachi, Shinjuku-ku, Tokyo, 162 JAPAN
(phone) +81-3-3269-4445, 4435 (fax) +81-3-3269-4510 (cable) ASCULCENTRE TOKYO

APPENDIX

Inaugural Address by Syed Fakhar Imam, Education Minister, Government of Pakistan, Islamabad

Mr. Miyamoto,
Mr. Sakya,
Dr. Abdul Aziz Khan,

Worthy Foreign Consultants, distinguished Participants, Ladies and Gentlemen

I am pleased to be amongst you this morning. It is heartening to know that the Ninth Regional Workshop on the Preparation of Audio-Visual Literacy follow-up Materials for Women and Other Disadvantaged Population in Asia and the Pacific is being organized by the Primary and Non-formal Education Wing of the Ministry of Education in collaboration with Asian Cultural Centre for Unesco, Japan & Unesco (PROAP), Bangkok.

It is encouraging to note that ACCU is actively engaged in helping countries like Pakistan for the preparation of audio-visual literacy follow-up materials for women and other disadvantaged population.

As we are aware of the fact that eradication of illiteracy requires specially designed need based materials and vast number of trained and dedicated teachers, supervisors and key personnels at grass root levels, organization of Regional Workshop like this would help regional countries to get first hand information from rich experience of countries of the region like Japan.

Pakistan has one of the lowest literacy rates in the region i.e. 31% and a high drop out rate i.e. around 50% at early primary school level, the annual population increase is around 3% which means that roughly 3.4 million children are added to the 5+ and above age cohart out of which only 1.6 million children are lucky enough to find a school whereas the remaining ones are being added to the already bulging illiterate population of the country that is around 50 million at present. A major portion of this population is the young girls living in the rural and remote areas of the country.

This situation is highly embarrassing and need to be tackled on war footings. In the past we made a few concerted efforts countrywide but no major break through could be achieved. An estimation shows that the programmes lacked dedicated teachers and proper motivation among the masses. But our main concern is to create awareness and demand for education among our masses. The present democratic government attaches high priority to providing basic education to all. It has set an ambitious but a realistic target of achieving 70% literacy rate by the end of the 20th century. Besides it has opened doors of education to private sector. In order to extend encouragement and financial assistance to the NGOs engaged for the cause of education, Educational Foundations at Federal and the Provincial levels have been established. This revolutionary step hopefully will boost up the national literacy drive and help in achieving the modest target of literacy set by the Government.

The use of technology in efforts for eradication of illiteracy cannot be avoided any longer. Government of Pakistan has decided to start a new channel of T.V. through PTVC. A two hour time of broadcast has been earmarked for education. As such there is a dire need for the production of audio visual materials for education in general and literacy in particular. ACCU hopefully will help in production of materials for this purpose. Government of Pakistan also intends to establish a National Institute of communication in education for promotion of use of electronic media in education.

From the proposed plan of the workshop activities I am sure that something concrete and solid will be made for adults. The need based development of materials, its evaluation through field trial with the target population and training of literacy personnel will be an added feature of the workshop. I hope that this type of material will get replicated as a similar activities in other areas of education.

I express my profound gratitude to all of you and especially to the ACCU who has sponsored the workshop, Foreign Consultants, Unesco (PROAP). I wish you God speed and success in your efforts to assist in the eradication of illiteracy from our country.

Speech by Mr. T.M. Sakya, Education Adviser and Coordinator of APPEAL, Unesco/PROAP

Honourable Minister for Education, Government of Pakistan, His Excellency the Ambassador of Japan to Pakistan, Mr. Miyamoto, Dr. Abdul Aziz Khan, Distinguished participants, Ladies and Gentlemen

It is a great pleasure and privilege for me to have this opportunity to speak a few words on behalf of the Director General of Unesco on the occasion of the Inauguration of Ninth Regional Workshop on the Preparation of Audio-visual Literacy Materials for Women and the Disadvantaged Population in Asia and the Pacific, in this beautiful and historical city of Islamabad. I would like to convey Unesco's heartfelt thanks to the Government of Pakistan for hosting the workshop and to ACCU for choosing Pakistan as venue of the workshop.

As you all know on the occasion of International Literacy Year the World Conference on Education for All was held in Jomtian in March 1990. The World Conference had adopted a World Declaration on Education for All which has set target to make basic education available for all. According to the declaration basic education is comprised of pre-primary education, primary education, literacy programme, skills training and education through mass-media. The World Declaration on Education for All has special significance for Asia and the Pacific because it has more than 75% of the world

illiterate population. If we analyze the literacy situation of Asia and the Pacific we will find that most of the illiterates are concentrated in countries of the region. All the countries which have less than 50% literacy rate are all concentrated in South Asia namely Afghanistan, Bangladesh, Bhutan, India, Nepal and Pakistan.

One of the most important conclusion of the World Conference was that without basic education individual and collective development are not possible. This was finding of not only of educationists, but also of all development experts led by the World Bank, UNDP, Asia Development Bank, UNICEF, etc.

Therefore, the countries with less than 50% literacy rate will have to take the World Declaration on EFA very seriously and work hard to provide basic education for all by the year 2000.

In this context the decision made by the Government of Pakistan to free Islamabad from illiteracy is very significant decision. Hope Pakistan Government will be successful in its literacy programme not only to free Islamabad from illiteracy but also other parts of the country.

Since 1981 a decade ago, Unesco/PROAP and ACCU, Japan have jointly started a Regional Programme called Asian Joint Production (AJP) to develop and produce quality neo-literacy materials in Asia and the Pacific. If we look back to the beginning of the project we feel quite satisfied that project has been able to develop and produce so many neo-literate materials of various form such as booklets, posters, games and electronic media, etc. The regionally produced materials have been adopted by almost all countries of the Region. This is actually the proof of the utility and relevancy of the materials. On the part of Unesco/PROAP it has developed and published "APPEAL Training Materials for Literacy Personnel" (ATLP). Since the publication of ATLP, neo-literate material produced under AJP have been effectively linked with curriculum development and teacher training activities of literacy and post-literacy programmes.

As I mentioned earlier many countries have already achieved basic literacy, therefore, Unesco/PROAP is working closely with the Member State to develop curricula and teacher training programme for postliteracy and continuing education. Therefore, ACCU may also like to address to the needs of post literacy and continuing education programme in its future programme.

Another trend in the region is decentralization, many countries in the region are looking for ways and means to train people at the local level to develop curricula, learning materials and teacher training programme locally, so that the literacy and post literacy programme really reach to the field. Thus both Unesco/PROAP and ACCU have to help the countries to localize the whole process of literacy and post literacy programme.

The present AJP programme is mainly concerned with the neo-literates but the need to improve basic learning materials for illiterates is also equally very great. Therefore, decision by ACCU to initiate a new activity to develop basic learning materials for illiterates is very praise-worthy. Unesco/PROAP will do its best to make this new programme a success.

The Ninth Regional Workshop has chosen its target group as women and disadvantaged population. They are most important groups. Until and unless we can made them literate, the problem will not be solved. If we can made good materials for them the literacy programme will be successful.

Therefore, I am looking forward for the fruitful workshop. Hope the workshop will be successful to develop useful, attractive and interesting materials relevant to the needs and aspiration of women and other disadvantaged population.

In the end I would like to thank Primary & Non-formal Education Wing of the Ministry of Education of Pakistan and Pakistan National Commission for Unesco for making excellent arrangement of the workshop.

Thanks.

Opening Speech by Mr. Shigeo Miyamoto
Executive Director, ACCU

His Excellency Syed Fakhar Imam,
Federal Minister of Education of Pakistan

His Excellency Mr. Kunio Muraoka,
Ambassador of Japan

Mr. T.M. Sakya, Education Adviser,
Unesco Principal Regional Office for Asia and the Pacific

Dr. Abdul Aziz Khan,
Joint Educational Adviser,
Ministry of Education, Pakistan

Distinguished Guests and Participants,

Ladies and Gentlemen,

It is a great honour and pleasure to say a few words, on behalf of the Asian Cultural Centre for Unesco, on the occasion of the opening of the Ninth Regional Workshop on the Preparation of Audio Visual Literacy Follow-up Mateirals in Asia and the Pacific which is being held at this comfortable hotel in the beautiful capital of the Islamic Republic of Pakistan.

First of all, I should like to extend my sincere appreciation to all the distinguished participants and resource persons who have come all the way to Islamabad from other areas of Pakistan and from other countries in Asia and the Pacific.

I should also like to express my hearty gratitude to the Primary and Non-formal

Education Wing, Ministry of Education, Government of Islamic Republic of Pakistan, the Pakistan National Commission for Unesco and all the other organizations and people concerned, for their most generous and thoughtful arrangement in the joint organization of this important regional workshop.

My further appreciation goes to Unesco Principal Regional Office for Asia and the Pacific for its invaluable assistance in making this regional workshop possible. In particular, I am very much grateful to Mr. T.M. Sakya, Education Advicer at the Regional Office, who kindly accepted our request and is now here with us to give us advices during the first part of the workshop in spite of his quite heavy commitment to his duties at his office.

To contribute to the cause of Education for All in the region of Asia and the Pacific, ACCU has been undertaking three series of literacy projects. The first series is the organization of regional workshops on the preparation of literacy follow-up materials. So far eight regional workshops of this kind have been organized. One of them was held in India in 1987, in Malaysia in 1988, in Nepal in 1989 and in Thailand in 1990. The present workshop is the ninth one of this series.

The second series is the sending of international teams of experts to national workshops on the preparation of literacy follow-up materials and the third series is the joint production of various materials for neo-literates in rural areas.

Through regional workshops many effective prototype materials have been developed and through national workshops a great many national materials have been developed on the basis of adaptations and modifications of the prototype materials. All these materials have been widely and highly evaluated by many education authorities and experts not only in the region but also in the other regions in the world, and I am very happy to say that through these regional and national workshops a large number of experts in literacy programmes have been trained in the development of effective literacy materials.

I should like to point out that the present workshop has three main characteristics.

Firstly, this workshop places special emphasis on the production of audio-visual materials for women and other disadvantaged people.

Audio-visual materials are quite appropriate in presenting sophisticated concepts and messages efficiently and in easily understandable ways. Today women and other underpriviledged people are regarded as key elements in promoting literacy programmes.

Secondly, another focus in the present workshop will be given to the development of materials containing simple and practical scientific knowledge in order to make these materials effective in contemporary society.

Thirdly, emphasis in the present workshop will also be placed on the utilization of oral traditions linked with literacy activities in developing useful and effective audio-visual materials. I believe that in Asian and Pacific societies oral traditions have been playing a very important role in people's cultural life. Consequently, the utilization of these oral traditions will be of great significance in promoting literacy in the region.

We are well aware that in Pakistan the promotion of literacy education is a matter of national policy of high priority. In September 1989 the Ministry of Education organized a national workshop on the preparation of literacy follow-up materials in Pakistan. The workshop successfully brought about very effective and useful literacy materials.

I believe that all the participants in the present workshop have their own outstanding expertise and experience in this field. I should hope that the present workshop will bring about such creative and innovative materials as can deserve the notice of many education authorities and experts concerned with literacy promotion not only in the region but also in the other regions in the world.

ACCU has sent a group of four members, including myself, to this workshop. On behalf of the group, would you allow me to assure you that we will make all possible efforts to help ensure the smooth organization of the workshop, with the close cooperation of Dr. Abdul Aziz Khan, and his staff at the Ministry of Education, Pakistan.

Thank you very much.

Asian Cultural Centre for Unesco, Tokyo, 1991

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